

# Glaisdale Day Nursery

26 Manor Road, Cheam, Surrey, SM2 7AG

<b>Inspection date</b>	25/04/2013
Previous inspection date	20/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Staff promote high quality care and education for all children. They successfully plan a broad range of exciting activities and outings which excite and interest children. As a result, children are making excellent progress in all areas of learning.
- The dedicated quality assurance manager supports staff highly effectively and monitors the quality of the nursery. This includes ensuring that the cycle of observation, assessment and planning for all children is accurately implemented into staff practice.
- The learning environment flows with extensive high quality resources and equipment that are well organised to successfully promote children's learning.
- Excellent leadership and management of the nursery ensures that the views of staff, children and parents are used to shape the service and make continuous improvements.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all group rooms and the outside play areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

## Inspector

Josephine Geoghegan

## Full Report

### Information about the setting

Glaisdale Day Nursery is one of two nurseries run by Chiltern Nurseries Ltd. It opened in 2008 and operates from a purpose designed two storey residential building. Children also have access to a large enclosed outdoor play area. The premises are located within close proximity of Cheam railway station, Sutton town centre and local shops. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Glaisdale Day Nursery also provides out of school care which is available after school during term time and throughout the day during the school holidays. The out of school provision provides care for children aged from four years to 10 years. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 173 children on roll, of these 133 are in the early years age range. The nursery employs a total of 45 members of staff including a cook and cleaners. 42 staff work with the children, of these, 32 staff hold recognised childcare qualifications and five staff are working towards gaining qualifications.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- review the hand-washing facilities for older children so that they can further develop their independent self-care skills.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are making exceptional progress in all areas of learning. Staff actively implement the key person system and clearly identify the needs of the children in their care. They embrace the assessment system and make detailed and accurate observations of children's progress. These detailed observations are linked clearly to the areas of learning and children's developmental age bands. As a result, children's learning needs are met highly effectively as staff plan activities that are specifically tailored to support children in all areas of learning. Children benefit from an exceptionally well-organised learning environment. The extensive range of resources and equipment in all group rooms and the outside play areas ensure that children are purposefully engaged in play. This is coupled with the enthusiasm and skills of staff in following children's interests and extending their learning effectively. Staff in all group rooms show a strong commitment to promoting all areas of learning and supporting children's independence. Children's progress is continuously shared with parents who have constant access to

their children's progress files. The children's files show observations by staff, samples of their art work and photos that have been consistently recorded over time and clearly show the excellent progress that children are making. Parents attend regular meetings with their child's key person, including two year progress check meetings, and they are offered regular written reports. In addition, parents can watch the electronic photo board in the reception area and look at the extensive range of books made by the children and staff about their activities and outings. This involves them further in their children's learning.

Children are very happy, settled and motivated to learn. They thoroughly enjoy the activities as staff make things interesting and appealing for them to explore. Children enjoy free-flow indoor and outside play with both areas full of exciting and stimulating activities that promote all areas of learning. Staff are highly skilled in supporting and extending children's communication and language skills. They hold babies at eye level and encourage them to babble and explore sounds. Staff working with toddlers are attuned to their attempts at speaking and successfully encourage them to join in group conversations, during meal times for example. Staff working with older children ask challenging questions and give children time to express their views. High regard is given to promoting children's literacy skills. Children enjoy drawing and making marks. They draw with chalks on the board and floor of the outside play area. Older children draw representational pictures of people, animals and the plants that they are growing. They clearly write their names and older children write sentences and captions to go with their drawings. All children show a keen interest in books. Younger children enjoy looking at books with staff, while older children relax and listen well to stories in the den under the tree with staff. Children's literacy skills are further enhanced as they concentrate on a book of the week, enabling them to become familiar with the story line. Older children recognise their name cards and use these on the indoor and outside self-registration boards to show where they are playing.

Younger children develop their problem solving skills as they use various puzzles, games and construction sets. They also have play sessions in the studio where they use play materials designed to encourage exploration and discovery and treasure baskets. This enables them to explore objects of different weights, size and shape. Older children freely count and accurately count during play. Their maths skills are further enhanced during everyday routines such as setting the table for tea. Staff ask children 'how many plates' they need and 'how many more' so that children develop their awareness of addition. Children fully express themselves creatively. They follow their own interests and use a wide range of paint, collage and drawing materials in the art stations in all group rooms. Their creative works are displayed, some of which follow themes or stories, or relate to their outings. This means that children are fully encouraged to express their imaginative and real life experiences. In addition, older children study artists and create their own interpretations, for example, by painting their own sunflowers. Children participate in drama lessons with a visiting teacher each week.

Children develop their understanding of the world and gain hands-on experiences of living things as they care for the nursery pets which include a bearded dragon lizard and guinea pigs. They also grow flowers and plants in the outside play area. Older children have an indoor greenhouse where they are currently growing a variety of vegetables.

Children's physical skills are excellently promoted. Younger children use a broad range of wheeled toys to support their walking skills. Interesting household objects, such as brushes and spoons hanging on the wall, entice children to walk along the wall and explore. Older children enjoy sports and ball games with staff. They show confidence as they use the high climbing apparatus. They enjoy using the sand pit and play imaginatively while using the child sized builder's equipment, such as a cement mixer. They develop their coordination and physical control as they use a range of bikes and play on and in the tunnel. Children are independent and concentrate well. They are making excellent progress as they have outstanding opportunities to learn.

### **The contribution of the early years provision to the well-being of children**

Children have excellent bonds with their key persons. They spend time with their parents and key person during the gradual settling-in process. This ensures they feel safe and secure when their parents leave. Babies benefit from the homely atmosphere of the well-equipped baby rooms with large sofas and cushions to ensure they are comfortable as they snuggle in for cuddles or bottle feeds with staff. Children have excellent relationships with each other and staff. They confidently approach staff during play or if they are upset or hurt. Older children have strong friendships and play cooperatively together. Children are happy and develop their learning independence exceptionally well. This is because staff encourage children to express their views and follow their own interests. Children are very well behaved. They know the daily routines and are supported well in learning about taking responsibility. For example, children are nominated as helpers for the day and help set up the group rooms at mealtimes with staff. They help to take care of the nursery pets and the extensive range of growing plants and flowers. Children also take turns to take home the nursery toy mascot and they add their photos and notes to the book about their adventures to share with their friends. Children learn fully about expectations of their behaviour through nursery routines and on-going support from staff. They learn about safety during fire drills and outings in the local community. They also find out about safety during interesting projects such as 'people who help us' for example as they learn about the emergency services.

Excellent systems are in place to help children learn about healthy diets. They benefit from a varied nutritious diet of meals freshly prepared on the premises. Highly successful initiatives to further promote children's good health have been implemented by staff. For example, children enjoy savoury starters with main meals instead of puddings for some days of the week. This greatly supports opportunities for children to enjoy five fruits and/or vegetables each day, promoting their healthy eating habits. Children make choices of foods they like to eat during meal times and younger children are learning to feed themselves. Children benefit from relaxed and sociable mealtimes where they sit in small groups with staff and discuss the events of the day. Children have excellent opportunities to gain fresh air and exercise while using the extensive and excellently organised outdoor play areas. They have plenty of space to run around and use a broad range of exciting play equipment that successfully promote their physical skills. Children

are very well prepared for their move on to school. They confidently respond to daily routines such as lining up to wash their hands before meal times and show independence in their personal hygiene. However, their independent self-care skills are not fully enhanced because not all of the sinks in all of the group rooms are at children's level. As a result they cannot reach them independently at all times. Younger children benefit from a gradual setting-in time as they progress to their next group room within the nursery. Staff work cooperatively, spending time with children so that they feel settled and safe in their new learning environment.

### **The effectiveness of the leadership and management of the early years provision**

Excellent methods of leadership and management ensure that children's welfare is promoted very successfully. Staff ensure children are fully safeguarded as they successfully implement a broad range of procedures to promote children's safety and well-being. Staff have attended up to date safeguarding training so that they know what to do if they have any concerns regarding children's welfare. The provider implements rigorous recruitment and vetting procedures to ensure staff are suitable to work with children. Highly effective methods of performance management of staff ensure a consistently high quality service in all group rooms. An on-going system of appraisal and staff training enables staff to continuously extend their knowledge and understanding of childcare. This leads to excellent staff practice which benefits children fully.

Staff show the highest regard to promoting children's safety. They conduct very thorough risk assessments of the premises and equipment and prior to outings. This enables them to quickly and effectively identify and minimise any hazards. The learning environment is exceptionally well organised with each group room providing an excellent range of high quality toys and resources. Excellent monitoring of the educational programme ensures children's learning and development is promoted at all times. Highly enthusiastic staff ensure children are purposefully engaged in play. Meticulous attention to detail by staff ensures that the learning environment and activities are both stimulating and challenging. As a result children are making excellent progress in all areas of learning. All children, including those with special educational needs and/or disabilities, are exceptionally well supported. Staff work closely with a variety of professionals and parents to ensure children's individual needs are successfully met.

The commitment to driving improvement by the provider and staff is exceptional. Thorough methods of self-evaluation, along with targeted and measurable action plans for improvements, ensure all aspects of the service are promoted highly effectively. Excellent progress has been made since the last inspection. Staff work closely with the local authority and seek advice from childcare professionals to further promote the quality of the nursery. Partnerships with parents, professionals and the local community are excellent. For example, high emphasis is placed on seeking the views of parents and taking action to follow up on their ideas. Staff ensure that parents are kept up to date on their children's progress and all events of the day. They promote a consolidated

approach to children's learning by encouraging parents to share information about children's learning at home. Parents attend regular meetings with their children's key person and gain first hand experience of nursery life when they attend the 'stay and play' sessions with their children. Parents spoken to during the inspection state that their children are very happy at the nursery. They find staff very supportive and like the broad range of activities, outings, celebrations and additional activities with visiting teachers. Parents state that the information provided by staff about their children is 'brilliant'. They state that the nursery facilities are 'fantastic'. Very positive comments have also been received by the nursery from parents who have completed questionnaires. The sense of community promoted by the nursery is exemplary. They sponsor the local children's football team, some of whom previously attended the nursery. They involve local art students in exciting projects such as painting large murals in the outside play area with children and offer student placements to those studying childcare.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY380413
<b>Local authority</b>	Sutton
<b>Inspection number</b>	909822
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	105
<b>Number of children on roll</b>	173
<b>Name of provider</b>	Chiltern Nurseries Ltd
<b>Date of previous inspection</b>	20/05/2009
<b>Telephone number</b>	02086428526

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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