

Crofton Day Nursery

Asquith Nursery, Rear Of, 86 Crofton Lane, Orpington, Kent, BR5 1HD

Inspection date	03/05/2013
Previous inspection date	14/04/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy the company of the staff because they are positive in their encouragement and show a genuine interest in what children are doing.
- Children's welfare is promoted well because staff have a secure understanding of their role and responsibility to safeguard children in a safe and secure environment.
- Children have good opportunities to learn through play because of the high quality range of toys and resources which they have access to.

It is not yet outstanding because

- There is a lack of information for visitors and parents and children with disabilities regarding access to the nursery which is via steps to the first floor.
- Staff do not always extend opportunities for older children to develop their literacy skills by including the sounds of letters during guided play activities such as story times and singing.

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 spoke with the manager and staff. She also undertook a joint observation with the manager and interacted with the children at appropriate times throughout the inspection in the nursery rooms and outside.
- The inspector took account of the views of parents as discussed with them during the inspection and also looked at the survey carried out by the Head Office of the nursery.
- The inspector sampled a selection of documentation including the nursery's self-evaluation document, children's learning journeys and planning documentation.
- The inspector asked staff about their safeguarding policies and practices.

Inspector

Gillian Cubitt

Full Report

Information about the setting

Crofton Day Nursery has been registered under the ownership of Asquith Nurseries Group since 2003. The nursery is located above a parade of shops situated on the Petts Wood/Orpington borders in Kent and serves families from the local community. The nursery comprises of four base rooms and children are grouped by age. The baby room has an integral milk kitchen and an adjoining sleep room. There is a fully enclosed roof garden, an office, a kitchen and laundry facilities. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7:30am until 6pm for 51 weeks of the year. Children attend on a full-time and part-time basis and there are currently 101 children on roll. The nursery gets funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities as well as children who speak English as an additional language. The nursery employs 25 staff including the cook. The majority hold recognised National Vocation Qualifications in childcare at level 3 and above.

What the setting needs to do to improve further

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

- improve the methods of communication to prospective visitors and parents with regard to access to the nursery for children who have disabilities

- consider ways to develop children's listening skills to help them link different sounds of letters in words.

Inspection judgements

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

Children are happy and engaged in their play. They are active learners as they explore and investigate the toys and their environment with enthusiasm. Given children's starting points, as discussed with parents, children are making good progress in their learning and development. Staff value and understand the importance of sharing information with parents. They welcome the daily discussions and provide support and details about children's achievements in weekly diaries and at the parents' evenings. This helps parents to see how well their children are progressing in the learning and development and provides opportunities for them to share information about their child. This sharing of ideas and knowledge enables parents to contribute to their children's learning programme

and continue this when their children are at home. There is also a good working relationship with parents and teachers prior to children's transition to school. For example, staff organise related role-play projects and children prepare a book about their move to their new school. Older children are also encouraged to take books home to help with their early reading skills. Children ask staff how to write letters, which children copy in their workbooks. However, staff do not introduce the sounds of letters while singing or reading stories, to enable children to practise their phonics to support their enthusiasm for reading and literacy skills. Staff praise children for their accomplishments. Staff understand the importance of enhancing children's language skills. They use soft tones and smiles to communicate with the youngest of babies. Older and more able children enjoy sharing percussion instruments and beating rhythms during song time. Children have access to a wide variety of books and make their selections for staff to read, which further encourages children's love of reading.

Staff implement the learning requirements well to track children's progress. They complete spontaneous observations as well as during planned activities to monitor children's learning and development. They use appropriate guidance to make accurate links to assess children's achievements. As a result, staff are able to plan appropriate activities that support children's individual strengths and challenge their skills. There is a good variety of activities and experiences for children both indoors and outside. Many children initiate their own play and staff interact well with them, providing a good balance of adult-led activities that guide children. Children explore different media, drawing with felt tips and painting, creating individual pictures. They enjoy helping to make play dough and then using a variety of tools to roll and make shapes. Staff encourage children to describe what they are doing, which helps to extend their vocabulary.

Babies are developing their large muscle skills. They enjoy crawling around the bright spacious room to reach their rattles and shakers. Babies enjoy good opportunities to develop their curiosity as they peek in baskets that they are able to reach. They choose smooth wooden toys that they like to feel and explore. Older children enjoy their outside play on the roof garden where they use climbing apparatus as well as balls and wheeled toys. Children become excited when they join in sports activities as they learn how to handle the oval shape of a rugby ball and show their understanding of instructions when placing the ball in the hoop.

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

Staff create a relaxed and fun-filled time for all children. Key persons work closely with parents before the child starts by gathering a good range of informative detail about the children's learning and development as well as their care needs. Key persons spend time discussing and recording in detail children's overall needs and starting points. This reassures parents that staff can carefully follow children's routines. Children settle quickly because staff provide toys and resources that they know the children enjoy playing with while also meeting their care and learning needs. Babies develop warm and secure emotional attachments with staff and all children show they are happy and enjoy their nursery time. Parents welcome the up-to-date progress discussions that staff note in the

daily diary sheets to keep them informed about their child's day. Parents are also encouraged to contribute to supporting their child as they move between rooms and on to school. The key person works closely with parents and any other professionals involved, enabling children to have a smooth transition between environments.

Children's behaviour is good. Staff work hard to support children who require extra support in learning and they show sensitivity in reminding children to share and take responsibility for their actions. When some children do not want to go inside after playing on the roof garden staff give good explanations about why they have to. For example, they explain how the children must share the play space with other children who also enjoy playing outside. Staff provide children with incentives to occupy them, such as new activities inside.

Children show their developing confidence because they feel they belong at the nursery. Children recognise photographs of themselves and their families that staff put on display at a low-level. Staff also make displays of children's creative work showing them this is important and that they value the children's efforts. The nursery programme of renewing toys means that children have a continuous stimulating environment so they look forward to their nursery day. Children are encouraged to carry out simple tasks, such as hanging up their coats and serving themselves during snack and meal times. Staff eat meals with children and they encourage discussion about food ingredients and different tastes. This helps children's social etiquette as well as teaching children about the goodness of different foods. Staff are also rigorous in adhering to children's dietary needs in line with guidance from parents. Staff monitor the fluid intake of babies and older children help themselves to water whenever they are thirsty. Staff are good role models with regard to hygiene practises. Older children confidently talk about how they prevent the spread of germs in their personal hygiene routines. All children play in attractive rooms that are clean and well maintained. Staff responsible for the care of the babies have effective nappy changing procedures in place to reduce risks of germs. They also are vigilant in overseeing the cleaning of the toys and equipment. As a result, they promote the good health of children and prevent the spread of infection. From a young age, children are learning about keeping safe. All children participate in emergency evacuation drills. This helps them understand what to do if they need to leave the nursery quickly. All children learn how to use the handrails when going up and down the stairs to the roof garden to help ensure they do not fall. Babies are secure in appropriate chairs when they eat and toddlers learn to sit properly on chairs adapted for their size when eating their meals to stay safe.

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

The safeguarding of children is good. Managers demonstrate how they respond to complaints or concerns by reviewing their staff training, with particular emphasis to safeguarding children. Consequently, the nursery's rigorousness in this area means that all staff are confident in following good safeguarding procedures. They understand how to protect children as well as themselves in the event of an allegation or other child

protection concern. Regular training and meetings keeps staff fully up to date with current policies and procedures.

Staff supervise children well. Managers make sure that staff rigorously adhere to adult to child ratios during all times of the day so children are safe and appropriately cared for. Staff work well as a team and deploy themselves carefully both inside and outdoors. Consequently children receive appropriate levels of support during their activities. Staff complete daily risk assessments to minimise hazards and the managers review these as part of their monitoring of the provision to safeguard children. Effective recruitment, induction and performance management of staff helps to ensure that staff are suitable to work with children and provide high quality care and learning opportunities for them.

The manager and staff team work closely to implement improvements to the nursery. They reflect their thoughts in the self-evaluation document, which the manager regularly updates with goals for the nursery to achieve. For example, they identified the need to make certain that key persons are clear about the role. Staff training at head office enables staff to reflect on their role and share their findings with colleagues. Regular meetings and staff appraisals mean that staff receive support in continuing their professional development by identifying their training needs. As a result, most staff achieve appropriate early years qualifications. Children benefit because staff are successful in implementing their knowledge and skills into their practise, which creates a good learning environment for children.

The nursery staff work closely with parents who willingly provide positive feedback about their children's progress. The wealth of information available both in the nursery and via the internet keeps parents fully informed. However, there is little information about how children or adults with disabilities can access to the nursery as there is no lift and it is situated on the first floor of a building. This can limit their inclusion and access to the premises.

The nursery places a strong emphasis on working with external agencies and bringing services together, such as speech therapists to promote a coordinated approach to the children's welfare. This supports children well and enables them to make good progress in their learning and development. The links with other settings and schools are developing. All schools receive a final assessment of outcomes for children before they leave and some teachers visit the nursery to discuss these further with staff, to support continuity of care.

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

Unique reference number	EY267210
Local authority	Bromley
Inspection number	910588
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	68
Number of children on roll	101
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	14/04/2011
Telephone number	01689 873 311

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

