

Northend Nursery

Lincoln Close, Erith, Kent, DA8 2EB

Inspection date	09/04/2014
Previous inspection date	09/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Staff know the children well, and engage and sustain their interest. Children's care needs are met successfully and as a result children are happy, settled and secure.
- All children make good progress. They show they enjoy playing and learning through using the wide range of interesting resources and activities provided by staff.
- Staff promote children's personal independence and self-care well through daily routine activities.
- An extremely effective partnership with parents and outside agencies enables children's individual needs to be identified and addressed.
- The leadership and management of the nursery is good and drives improvement well.

It is not yet outstanding because

- The staff team's teaching in regard to extending children's literacy skills in readiness for school lacks real challenge, so opportunities for older children to develop their early writing skills are missed.

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 spent the majority of the inspection observing the interaction of the staff and children in the three play rooms and outside areas.
- The inspector completed a joint observation and discussion with the deputy manager of an activity in the pre-school room.
- The inspector held meetings with the manager of the provision.
- The inspector reviewed documentation including children's assessment records, safeguarding procedures and evidence of the suitability and qualifications of staff.
- The inspector sought the views of parents and carers on the day.

Inspector

Kathryn Falzon-Perera

Full report

Information about the setting

Northend Nursery registered in 2006 and is a full day care provision run by the Pre-School Learning Alliance. The nursery operates from the ground floor of purpose-built premises that is shared with Sure Start, which operates from the first floor. The nursery is situated in Erith, in the London Borough of Bexley. The nursery is open weekdays from 8am to 6pm, all year round. Both full daycare and sessional places are available. The nursery has three group rooms. Children are accommodated according to age. All children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 115 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery currently supports a number of children with special educational needs and/or disabilities and supports a number of children who speak English as an additional language. There are 16 members of staff; most hold appropriate early years qualifications to at least level 3. Two members of staff hold a relevant qualification at level 4.

What the setting needs to do to improve further

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

- enhance the programme for children's literacy development by encouraging older children to use writing materials to make marks and to practise their early writing, such as in a range of play activities, for example, during their pretend play or by expecting them to 'sign' their own creations, in preparation for the move to school.

Inspection judgements

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

The staff know the children well as individuals. They promote children's learning and development effectively. Each child has a named member of staff who takes special responsibility for them and this system works well. Children's key staff make good use of the observations they make as children play to assess children's stages of development. The management oversee robust procedures to assess children's skills, knowledge and abilities accurately. Staff use this information effectively to improve children's progress across the areas of learning by building on children's capabilities. Staff track children's progress regularly, across areas of learning, as well as stages of development. This system means that key staff are able to note any learning gaps. They reduce these through planning particular activities to address gaps and hasten progress. Staff identify what each of their key children need to learn next appropriately and the planning reflects this. For

example when children enter the nursery and are identified as having a special educational need and/ or disability, staff act immediately working with parents to draw up appropriate development plans.

Staff understand the importance of sharing information and working with parents to support children's learning at home. Staff tell parents what their children need to learn next and make activity suggestions so they can support their children's learning. Children's 'learning records' and scrap books are readily available for parents to look at, so they are able to be aware of the progress their children are making. Parents speak very positively of the support they and their children receive.

The recording systems allow staff to produce informative progress checks for two-year-old children, providing parents with a copy. These reports include useful detail on children's personal, social, emotional and physical progress, as well as their communication and language development. The records help staff identify where children may need additional support to help them catch up.

The staff are enthusiastic about activities and their positive approach engages the children, motivating them to join in. Staff focus on children's interests, so children enjoy their play. They join in extend children's play well, for instance by introducing new language and numbers. Staff allow children sufficient time to play as they wish in a relaxed environment, which allows them to immerse themselves in activities. Staff prepare children for their next stage of learning by encouraging them to 'have a go'. This helps children develop confidence to practice and test out their developing skills, which reinforces what is being taught. For example, adults encourage babies by cheering them on as they roll a toy car back and forth on the adult's count of 'One, two, three, go!'

Older children are confident and keen to interact with the staff. They learn to play cooperatively with other children, such as when they organise their play in the 'mud kitchen' outside. Staff encourage children to speculate and test ideas through trial and error and gentle correction. This helps children to be ready for school. For example, when in a group adults ask children to guess what day of the week it is and remind them of possible options. Children are prepared to have a go at guessing and persist until they find the right answer.

Some staff have had training in a national literacy programme that helps them use different techniques to support children. Experienced staff support children's developing communication and language skills well. They ask questions of children that need them to think of an answer, while showing that they value children's ideas and thoughts.

Staff provide good opportunities for children to learn in larger social groups. Staff model good communication skills at such times by listening attentively to children as they speak individually at story time. This example helps both children's communication and social skills develop as they learn to take turns talking, as well as patiently listening to one another's stories. Children concentrate as staff read stories and this supports their learning as they learn to listen and pay attention. Their enjoyment prompts them to browse through books themselves. This teaching therefore helps children gain useful skills in preparation for school. However, staff miss chances to develop older children's early

writing skills. For example, staff do not routinely encourage them to practise writing their names on their creations or encourage the use of writing in other activities, such as role play, in readiness for the move to school.

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

The provider is fully committed to ensuring staff and management contribute effectively and sensitively in the safeguarding and well-being of all children. Adults make sure children feel valued and secure. This approach underpins the good relationships children have with staff. Staff always supervise children well. They offer children good support in their care and play. This results in children being able to progress successfully and appropriately in their learning so they are ready for the next stage.

Staff develop special relationships with babies and comfort them when they show distress. They respond well to babies' emotional needs by soothing them. Babies are reassured by staff when their parents leave and this care helps them to develop secure attachments to these special adults.

Staff provide good support for children with special educational needs and/or disabilities. They act promptly and efficiently to advise parents of their concerns about children's development and then work well with other specialists. There are established and effective processes in place, which mean all adults can adapt, improve and provide activities to meet children's varying needs. All children have settled in well and know the routine of the nursery. Staff ensure children's care routines are effective and flexible so individual needs are catered for.

Staff consistently repeat and provide clear, direct instructions to help children so they can follow the nursery routines. Children show they feel secure; they behave well because they know what to expect. Overall, children behave very well. They develop their personal and social skills by playing and eating together in groups. Adults are always on hand to provide the required support and supervision that allows children freedom in their play. Children are reminded of the need to keep themselves safe; posters are displayed at their height showing them to walk not run.

Staff encourage children to take on new challenges, promoting their confidence and self-esteem. This means children are well prepared for the next stage in their lives. Staff prepare and provide all children's meals on site, which are healthy and nutritious. Children learn about healthy eating because they enjoy balanced meals and snacks of fruit, with water or milk to drink. All children's individual needs are clearly identified and cared for.

Staff encourage older children to pour their own drinks and to make choices during snack time between healthy options. This approach teaches children to take on suitable responsibilities to support their growing independence. Staff teach children to manage their personal needs, encouraging older children to use the toilet on their own where able and supporting younger ones who with potty training. Staff teach children of the importance of washing their hands. Babies are provided with a clean wet cloth so they

begin to develop independence around this care routine.

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

There are good and effective arrangements in place to implement the requirements of the Early Years Foundation Stage. All staff have a clear understanding of the Local Safeguarding Children Board procedures to help them protect children. The provider ensures all new staff are checked and cleared as suitable to work with children. There are robust recruitment, supervision and appraisal systems. These result in all staff providing good facilities, support and experiences for children and their families.

Staff carry out thorough risk assessments to ensure the environment is safe for children's use and that resources are appropriately maintained. Staff remain vigilant so are aware of potential risks and can minimise any likely harm appropriately. This means children are kept safe and can enjoy the learning environment. All visitors, parents and children are made aware of the need to keep children safe and healthy. Displayed posters cover a range of health and safety issues; for example, these display staff 'whistleblowing' procedures, the use of mobiles phones and maintaining healthy teeth. The nursery has robust procedures to keep children safe from unauthorised entry or exit into and out of the nursery.

The provider's self-evaluation process is far-reaching, effective and continuous, leading to improved outcomes for children. Regular supervision sessions and staff meetings identify and address any queries raised by staff. Parental feedback is also acted on well by management and staff. The monitoring and observation of staff and their quality of teaching enables the provider and manager to address any issues that may arise.

Staff manage times of change well. When moving babies to the toddler room, for example, staff record and share information with parents over time while children settle to help parents feel their children are well cared for and to help the young ones cope with the change.

The adult responsible for co-ordinating any special education needs programmes for children works with specialists or other professional's where there may be concerns about children's individual needs. All children make good progress in their learning and development in line with their starting points where they enter with lower skills than those typical for their age. The staff make good use of their qualifications and benefit from a programme of professional development to help them meet the different needs of children attending.

Overall, parents state they are very happy with the provision and describe the provider and staff as 'very caring and supportive'. They say their children progress well at nursery and that they develop good social skills and behaviour.

The provider, manager and staff value the partnership they have built up with local

agencies and professionals, such as the local 'forest school' and health specialists. They make good use of the information provided to help promote children's development, welfare and well-being. Staff are skilful in helping children get ready and look forward to the next stage in their lives

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY317489
Local authority	Bexley
Inspection number	827278
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	78
Number of children on roll	115
Name of provider	Pre-School Learning Alliance
Date of previous inspection	09/11/2010
Telephone number	01322 331168

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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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