

Plumstead Day Nursery

Plumstead Children's Centre, Purrett Road, London, SE18 1JW

Inspection date	17/10/2014
Previous inspection date	31/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 provide a good quality of teaching and children benefit from a broad range of interesting and stimulating activities. This helps children progress well from their initial starting points.
- Children have good access between the indoor and outdoor environments, which enables them to choose where they wish to play and encourages their decision-making skills.
- The manager has ensured that staff have received comprehensive training to fully support their understanding of the nursery's safeguarding policies and procedures. This means staff are able to effectively safeguard the children in their care.
- Children and staff form positive relationships with each other. As a result, children are confident and feel safe and secure.

It is not yet outstanding because

- Staff do not always recognise opportunities for children to use and practise their early writing skills during daily activities and routines.
- Staff do not always take steps to gain key words in the children's home language to further support communication with them.

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.

Inspection activities

- The inspector observed activities in the main playrooms and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documents and children's records.
- The inspector gathered the views of parents.
- The inspector invited the manager to carry out a joint observation.

Inspector

Rebecca Hurst

Full report

Information about the setting

Plumstead Day Nursery registered in September 2009. It is registered on the Early Years Register and is owned and managed by 4Children (Trading) Ltd. It is situated within a children's centre in the London Borough of Greenwich. The nursery comprises of three base rooms, with associated bathroom/changing facilities, an office, a laundry room and a staff room. Children may also use some facilities in the children's centre.

The nursery is open from 8am to 6pm, all year round except for one week at Christmas. The nursery receives funding for the provision of free early education for children aged two, three and four. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery employs 10 members of staff, including the manager. All staff hold appropriate qualifications. The manager holds a level five qualification.

What the setting needs to do to improve further

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

- enhance opportunities for children to practise and develop their early writing skills through the daily routines and activities

- strengthen the support for children who are learning English as an additional language by gathering key words in their home languages to enhance their communication further.

Inspection judgements

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

Children are making good progress in their learning and development, due to the effective quality of teaching. Staff create a safe and enriching learning environment where children can play, learn and develop to the best of their ability. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning. Staff support children strongly through providing activities that are interesting and individualised. These help to meet children's specific learning needs, which helps prepare children well for the next stage in their learning. Staff give the children time to finish off the activities they are involved in. This allows the children to continue with their learning until they are ready to move on. This further enhances their learning and development well.

Staff support children's emerging language skills effectively. They take time to talk to the

children throughout activities so they can hear how to pronounce words. Staff in the baby room sound out singular words so children can hear how they are spoken. Children talk about their favourite books, which staff know well. This promotes children's individual needs further as staff support their interests. Children enjoy close contact with staff to look at books and respond well to interesting and challenging questions they ask them about the pictures. This greatly supports children's self-esteem and their confidence to express themselves.

Children's communication, social, emotional and personal development skills are supported well. The manager and her staff ask effective questions and hold thoughtful discussions with children. These support children's thinking skills and encourage them to talk about and describe what they are doing. This supports children in using their language skills well. However, staff do not always gain key words in children's home languages to further support communication with those who are learning English as an additional language. This means at times children do not always understand what the staff are asking them, such as when potty training. Younger children thoroughly enjoy exploring messy activities, such as shaving foam. Staff ask the children questions about the feel of the foam and support them very well in developing their vocabulary. Staff develop children's imagination and physical development well when playing with resources that play music. Children dance along to the music and staff clap along. Children move in different ways and giggle as they dance. This also promotes their physical and creative skills well as they move to the music. Although children enjoy practising their early writing skills, staff miss opportunities to promote this in the daily activities. For example, staff write children's names on their drawings and do not always encourage children to do this for themselves.

Staff plan individually for each child and take into account their interests. They link this successfully to the learning intentions to promote children's progress across all areas of learning. Staff ensure there is a balance of child-initiated and adult-led activities. They involve parents in their children's learning by discussing with them what they are doing at home with their children and their children's current interests. Staff use this information successfully to plan fun and interesting activities for the children. They complete detailed developmental reviews on the children so parents can see the progress their children are making. Staff complete the required progress checks for two-year-old children and share the outcomes of these with parents. This helps to promote a consistent approach to supporting children's learning needs.

Staff promote children's physical development well both in the indoor and outdoor environments. They provide a variety of resources in the garden to support all ages of children's learning and development outdoors. Older children make their own choices of where they wish to play and what they wish to play with. For example, they are able to use the main garden on a 'free flow' basis and during the inspection the children happily helped themselves to resources from the toddler room. Children thoroughly enjoyed learning to use stilts. Staff talked to the children about how to put their feet into them and reminded them to be careful. This challenges the children's physical skills as they try to balance and move and in addition promotes their awareness of using resources safely. Staff encourage the younger children to explore the outside play areas and develop their physical skills under their supervision.

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

The caring and supportive staff take time to settle the children into the nursery and support them well when they move rooms. They help children to understand their feelings, and how these can change. Children enjoy snuggling into staff when tired and needing some reassurance during play. This further promotes their self-esteem.

Staff demonstrate a positive approach towards inclusion. They work closely with the children's support workers from the local authority to ensure they are fully meeting the children's individual needs. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of their individual requirements. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. Staff are currently working on a diversity day to celebrate all the cultures of the children who attend the nursery. This allows children to learn about different customs and celebrations of their friends and the wider world in which they live.

Staff follow effective measures to promote children's ongoing safety in the indoor and outdoor environments. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. For instance, finger guards are in place to protect children's fingers when doors are open to the garden. Staff carry out regular fire drills, which teaches children what to do in an emergency. All children learn about hygiene routines through washing their hands at appropriate times, for example, after going to the toilet and before snack and meal times. Children talk to staff about why they need to wash their hands, such as after eating snack because their hands are now sticky. This reflects that children are developing a strong awareness about good hygiene practice to support their health and well-being.

Children enjoy valuable social experiences when eating together. The majority of children serve themselves their own meals, which greatly supports their independence skills and physical development. Children help the staff to set the tables ready for meals, giving them a good sense of responsibility. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning about appropriate portion control, which helps children to develop their understanding of eating sensible amounts of food. This promotes children's well-being and good health effectively as children are developing high levels of control when serving their own food.

Staff work closely with the parents to find out about the children's individual needs. They use this information well to help children settle successfully into the nursery. All staff are consistent in their approach to behaviour management. Staff teach children clear boundaries, which they fully understand. Good strategies are in place to support the children to work cooperatively together. For example, staff suggest to children how they can help their friends during activities, such as sharing cars and working together to carry a workbench out to the garden. Given the children's ages and stage of development they are all exceptionally well behaved.

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

The leadership and management of the nursery is strong. The new manager has made extensive changes to practices in the nursery, working closely with the nursery development team to make effective changes. Staff have had in-house and local authority development team led training to enhance their knowledge and understanding of good practice. Staff have a clear understanding now of safeguarding and child protection issues. They are fully aware of the reporting procedures to follow in the event they have a concern about a child in their care. Staff know how to keep the children safe at the nursery and carry out detailed risk assessments and daily safety checks so that children play in a safe environment. This promotes children's safety and welfare strongly.

All required records for the safe and efficient management of the setting are readily available and maintained well. For example, all staff have Disclosure and Barring Service checks, which are clearly recorded and available for inspection. A comprehensive range of written policies and procedures are in place, such as for whistle blowing any concerns and risk assessments. The manager regularly updates these to reflect changes in legislation, which keeps staff knowledge and understanding of their responsibilities up-to-date.

Self-evaluation is now rigorous due to the new manager. It reflects clearly the current strengths of the nursery and the areas of development the manager and staff are working towards improving. As a result, there is steady continuous improvement being made. Currently the manager is working on employing more permanent staff to further support the children's individual needs. Staff receive regular supervision meetings to support their practice and to identify any specific training needs. This helps to target staff's ongoing professional development, which in turn supports improvements that benefit children at the nursery. Parents share their views on the nursery and staff gather the views of the children, which helps to shape the service that is provided. As a result, the manager and staff take into account the parents and children's opinions successfully. Staff work closely in partnership with the parents and encourage regular exchanges of information about their children. This promotes consistency in the children's care and learning.

Staff work closely with parents and other agencies caring for the children to set individual educational plans when they are needed. They work with the outside agencies, attending regular meetings with them and the families. Staff look at the targets set to support the children with their learning and development. They consider how to implement these targets in the nursery to enhance the children's welfare and learning. This provides good continuity of care.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY392715
Local authority	Greenwich
Inspection number	974684
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	49
Name of provider	4 Children
Date of previous inspection	31/10/2013
Telephone number	02083176960

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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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