

The Archbishop Lanfranc Nursery

Mitcham Road, Croydon, Surrey, CR9 3AS

Inspection date	10/11/2014
Previous inspection date	07/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children play in a welcoming environment where they are able to explore activities both inside and outside.
- All staff are kind and caring, which makes children feel happy, safe and secure.
- Children benefit from healthy snacks and tasty, freshly cooked meals and their dietary needs are closely observed.

It is not yet good because

- Staff do not make robust use of risk assessments to ensure some planting areas outside are completely safe for children to play in.
- Not all children are making rapid progress because planning is not sufficiently focused on children's individual needs.
- Staff do not fully use a range of methods to support children to extend their communication and language skills.

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 children's play and staff's interaction with them both indoors and outdoors.
- The inspector undertook a joint observation with the manager.
The inspector looked at a sample of children's assessments records, planning
- documentation, evidence of staff's suitability, the provider's self-evaluation and a range of other documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Gillian Cubitt

Full report

Information about the setting

The Archbishop Lanfranc Nursery registered in 2005 and operates from a self-contained unit situated within the grounds of The Archbishop Lanfranc Academy in Croydon, Surrey. The nursery serves the local community. The nursery building comprises of two group playrooms, a sleep room, milk kitchen, reception area, cloakroom and laundry facilities. The nursery has their own kitchen in the main building. There is an enclosed outdoor play area. The nursery is open from 8am to 5pm from Monday to Friday for 39 weeks of the year. Children attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 47 children on roll in the early years age group. The nursery supports children who have identified special educational needs and children who speak English as an additional language. The nursery employs eight members of staff who work with the children in addition to the cook and Manager. All staff have relevant childcare qualifications ranging from level 2 to Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure robust risk assessments for outside play include evaluation on the hazard of some plants to children's health and welfare
- ensure planning systems are sufficiently robust to plan challenging experiences for each child based on their current skills and abilities.

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

- further support children's ability to communicate by using a range of methods, such as pictures and signs to widen their vocabulary.

Inspection judgements

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

Children enjoy exploring in their playroom, which supports their learning through play. Staff organise resources well to enable children to reach toys easily so their confidence and independence develop. During the inspection the children immersed themselves in imaginative play in the role-play kitchen, showing their comprehension of food preparation. They recognised the names of utensils and different types of food, such as eggs and fruit.

Toddlers babbled happily during play, and staff engaged children generally well through singing songs and rhymes. Children were delighted as they sang their favourite tunes. Children counted with staff and were confident with the words of the rhyme they knew well. Consequently, children anticipated well when the staff changed tones from loud to very soft. This supports children's listening and understanding skills. However, staff do not consistently expand on children's vocabulary during their general play activities. For example, children gathered around for an activity to mix cornflour with water. Staff introduced conversation as they asked children to feel, smell, and describe the mixture and children repeated words, such as 'nice' and 'sticky'. However, staff only used a few words that some children repeated and did not use a range of teaching methods, such as signing or pictures to enhance the communication and language skills of all children.

Children benefit from the wide range of resources in the garden and staff give appropriate support. This allows children to develop their physical skills through climbing, running and riding on moveable equipment, such as cars. Children also strengthen their hands by using tools for sand play and digging garden soil.

Staff plan a broad range of activities to interest and stimulate all children. Staff know children generally well because they obtain essential information from parents about their children's daily routines and what they like to do at home. This enables staff to help children to settle and continue their learning from home to nursery. Staff carry out observations and assessments of what children can do during play. However, the planning lacks depth to ensure it focuses on children's individual learning needs. As a result some children make better progress than others, particularly in their language skills.

Parents feel very welcomed at the nursery and staff try to involve them in their children's learning. For example, staff have prepared information about the importance of reading and sharing books. Staff also encourage parents to borrow books from the nursery to enable them to continue their children's learning at home. Parents confirm that their children are happy at the nursery, and they feel content that their children are learning to make friends and improving their social skills.

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

Although children play in a secure, bright and clean environment, the methods for risk assessing all areas where children play are not sufficiently robust. The children's vegetable garden is unkempt and weeds have taken control, including nettles that may be harmful to children. Nevertheless, staff deploy themselves appropriately to ensure children are adequately supervised both inside and outdoors. Staff remind children to be careful when running and assist them safely when climbing apparatus. Children generally settle quickly in this welcoming environment where staff and the key person are kind and attentive to their needs. Staff suitably adapt the settling-in process to each child to ensure their first experience of nursery is happy and positive.

Children have plenty of space to play and a restful room with comfortable cots for sleeping. Children practise sound healthcare habits from a young age. For example,

toddlers showed skills in washing and drying their hands before eating snacks, and they helped themselves to tissues to wipe their noses. This is because all these resources are readily available and staff praise and encourage children to take initiative. Meals are very nutritious and are freshly prepared, which ensures children have balanced diets specific to their needs. Children also use cutlery correctly with the careful guidance of staff, which makes eating more enjoyable. Children behave well because staff are positive role models. They praise children appropriately when they use good manners and help to tidy toys, which promotes children's self-esteem and confidence.

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

The provider has not been rigorous about the use of risk assessment to maintain safety for children in the garden. In addition, staff are not effectively using the information they gather through observations to plan suitably challenging activities that are appropriate to each child's needs. This is with particular regard to supporting and developing children's language and communication.

Systems for recruitment are sound, which means there are rigorous checks on all existing and new staff. There is also an adequate programme for induction of new staff into the nursery, which ensures their suitability. The manager strives to provide staff with support during this period but the new methods of supervision are not yet sufficiently embedded to be fully effective. However, staff's dedication to providing a flexible service to meet the needs of children and parents continues to be strong. All staff have completed online safeguarding training, which means they have current knowledge of the procedures to follow if they have concerns about a child. All staff who work with the children are qualified in first aid. There are also systems in place to support staff who wish to study for a recognised level of qualification in childcare. Staff adhere to policies, procedures, and other documentation adequately to promote children's health, safety and well-being.

Through discussions with the manager and staff, the drive for improvement is evident. The manager completed the Ofsted self-evaluation form and has had some links with the local authority. This enables staff to update their training and skills to help to drive improvement in their practice.

The nursery's special educational needs coordinator demonstrates how children with identified needs are supported well. This is because there is a sound system for staff to work in partnership with parents and other professionals to help children who may require additional support. The nursery has established links within the community and takes note of children's previous carers/providers. This enables staff to follow up on any concerns and ensure consistency in children's education.

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	EY315040
Local authority	Croydon
Inspection number	828036
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	47
Name of provider	The Archbishop Lanfranc School Governing Body
Date of previous inspection	07/03/2012
Telephone number	0208 689 1255 ext 4

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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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