

Village Nurseries Ltd

Inspection report for early years provision

Unique reference number EY404326
Inspection date 08/06/2010
Inspector Silvia Richardson

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Village Nurseries Ltd Redhill is one of six nurseries owned and managed by Village Nurseries Ltd. The nursery was registered at this site in 2009 and had been operating at a previous site since 2003. Situated in Chislehurst in the London borough of Bromley, the nursery is purpose built in the grounds of Redhill Primary School, close to shops, the library, park and public transport links. There are secure enclosed outdoor play areas to the front and rear of the premises. The ground floor building provides suitable disability and wheelchair access.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is registered to care for a maximum of 42 under eight children at any one time. The nursery is open from 8.45am to 3.15pm providing full day care. Separate morning and afternoon session times are 8.45am to 11.45am, 11.45am to 12.30pm for lunch and 12.30pm to 3.15pm. The setting is also registered to provide before and after school care to children attending Redhill Primary School. Sessions are from 8am to 8.45am and 3.15pm to 6pm. There are currently no children on roll before and after school.

There are 84 children on roll in the early years age group, from two and a half years to four years attending either sessions or full day in the nursery. Some morning session children stay for lunch and some afternoon session children join the group for lunch. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs seven members of staff to work directly with the children, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are enjoying exceptional learning opportunities and experiences because the uniqueness of each child is fully valued and appreciated. Activity planning captures the spirit of partnership working and fully engages other agencies, parents and carers, in assessing children's starting points and planning and evaluating progress for next steps learning. The principles of the Early Years Foundation Stage are at the heart of the setting, valuing differences through positive relationships and effectively creating an enabling environment, nurturing children's potential, natural curiosity and desire to learn. The setting has a high capacity for continuous improvement because team work is strong and effectively led and managed through passion and desire to promote the best possible outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- evaluating lunch arrangements, the structure of the meal and planning for short breaks as appropriate and relevant to children's individual needs
- the different ways in which boys and girls learn when planning and organising activities

The effectiveness of leadership and management of the early years provision

Safeguarding children is high priority, with management investing in suitable training for all staff, so that they are able to respond swiftly and effectively to any concerns as they arise. Risk assessment is thorough and detailed, ensuring children are safe and protected at all times. Robust procedures for fire safety, assessment, training and emergency evacuation, are ensuring children's safety in the setting. Strong and committed management is ensuring every child receives the support they need to thrive and progress well in the setting. Exceptional links are established with the support and inclusion of pre-school service and the pre-school specialist early support services outreach and inclusion team. Their expertise and guidance is supporting staff in effective practice, so that children enjoy exemplary opportunities to develop personally, socially and emotionally. The setting has a strong, practical approach to equality and diversity, with a wealth of exciting and motivating activities, drawn from the children and families' own religious and cultural experiences. Interactive wall displays celebrate cultural diversity and value children's achievements, sharing success in close partnerships with parents and carers. Partnerships are strong and effectively engage parents and carers throughout children's learning journeys, from starting points to next steps planning, matching attainments to the expectations of the early learning goals. Close agency and parental partnerships effectively identify and plan how best to bridge gaps in children's learning, so that progress is continuous.

Resources are exceptionally well deployed with adults situated in all areas of the setting, readily available to children, supporting small group work, open plan learning and outdoor play. Relationships with children are warm and caring, helping them settle and feel safe and secure. Areas are bright and attractive with clearly labelled and easily accessible play materials and equipment, enabling children to make choices, learn at their own pace and enjoy and achieve in the setting. Much thought and care goes into organisational planning and it is regularly evaluated, ensuring best possible outcomes for children. One area though is not fully considered, and that is in the different ways in which boys and girls learn, for example, leaving some spaces around activity tables for children to show or express a preference for sitting or standing when using resources. The arrangements for lunch flow with the children's needs, although tend to be reactive, rather than proactive, so as to more effectively manage the structure of the meal and short breaks. Leadership and management is highly effective in embedding ambition and driving improvement, drawing on a wealth of experience in the design and layout of the setting to best meet children's welfare, learning and development needs. Self-evaluation is analytical and driven by a passion to

continually develop areas, such as the outdoor play space, so children have highly enjoyable learning opportunities and experiences.

The quality and standards of the early years provision and outcomes for children

Children are very happy, settled and thriving in the setting, because adults create a stimulating, interactive, accessible learning environment. Play materials and equipment are exceptionally well organised and arranged, creating an open plan, free-flow play and learning and environment, with rich experiences and a wealth of opportunities for exploration and discovery both inside and outside. Equality and diversity are highly valued, ensuring inclusive experiences for all children. The full programme of activities values differences and promotes learning and appreciation for cultural heritage. Adults are skilled in engaging parents in making positive contributions to the setting, such as with 'The adventures of Tess and Colin' the teddy bears, putting together visually stimulating accounts of family outings and events and sharing these with the children in the setting. Planning includes presenting children with real-life events, photographs and stories, such as an Indonesian wedding and Swedish birthday party, so children enjoy and value learning with regard to differences. Extensive support is available to children with special educational needs and/or disabilities, so that they integrate successfully and make rapid progress from their starting points. The setting makes excellent use of the expertise of skilled practitioners, such as 'The big talk project', promoting inclusion for all children through attentive listening skills, developing spatial awareness and small group work.

A vast array of easily accessible, interesting and stimulating resources are enabling children to make real choices and enjoy and achieve well in the setting. Adults skilfully use the resources to excite children's interest and capture their imagination and motivation to learn. Planning is detailed, particularly for those children with identified learning needs, helping to bridge the gaps with highly effective agency support. Learning is continuous and sustained, with children enjoying many opportunities for making a positive contribution to the setting, such as bringing in items, leaflets and postcards in connection with activities they have enjoyed as a family, sharing these with children in the setting. A strong commitment to facilitating children's personal, social and emotional development is ensuring children acquire skills very early on in their learning journeys, a positive disposition to learning, sharing, taking turns, being healthy and staying safe. Consistent and familiar routines are enabling children to move around safely, form orderly lines, become competent with personal care, such as hand washing and have an excellent grasp of the nutritional values of different foods. Themed topic and project work is effectively building on children's practical learning experiences, such as healthy eating, dental care and road safety. The setting creates a warm and welcoming environment, with photographs, pictures and posters reflecting diversity and portraying positive images of differences.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met