

NurtureVille Nursery

13 Pier Road, LONDON, E16 2LH

Inspection date

Previous inspection date

08/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 settle easily and develop strong relationships with staff, this supports their self-esteem and confidence.
- Activities and resources are varied and stimulating, they interest and motivate children to learn and progress in all areas of their development.
- Management monitor staff and give support to a high level. This helps staff to improve their practice and focus on delivering good care and education to children.

It is not yet outstanding because

- Staff do not make the most of opportunities during mealtimes to talk to children about what they like to eat, while reinforcing messages about healthier choices.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 interaction indoors and outside.
- The inspector undertook a joint observation with the manager of circle time.
- The inspector examined documentation including a representative of children's and staff records.

Inspector

Caroline Preston

Full Report

Information about the setting

NurtureVille Nursery registered in 2012 and is managed by a joint partnership. It operates from a self-contained purpose-built premises and is located in a residential area of North Woolwich in the London Borough of Newham. The nursery is close to local amenities and public transport. There are two playrooms and children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7am to 7pm, Monday to Friday all year round.

The nursery is registered on the Early Years Register. There are currently eight children on roll in the early years age group. The nursery employs 12 members of staff. All staff including management hold appropriate early years qualifications at the equivalent of National Vocational Qualifications at level 2 and 3. The nursery receives funding for the

provision of free early years education for three and four year olds.

What the setting needs to do to improve further

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

- give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices.

Inspection judgements

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

Children learn and develop through a good range of play experiences, which support all the seven areas of learning. Children express their ideas through art and design as they roll stones in paint to create pictures. They feel the texture of the paint in their hands and learn the colours of paints they use. Children manipulate wet sand between their fingers as they mould sand using different tools. This means children develop creative skills. Children are able to concentrate for long periods. They show interest in other children and watch what they do. They cooperate by sharing paints and different natural materials such as bark and leaves. They seek out and share experiences, for example, sitting beside each other during circle time. Children follow simple instructions from staff when asked to wash their hands after painting. This shows that children listen, behave well and understand the importance of hygiene.

Children take part in varied activities that promote learning, so helping them to make good progress and achieve in their development. Staff understand how children learn and promote each child's development through thorough observations and assessments. They use children's starting points to plan for future development and progress is recorded. Staff play with children which motivates and encourages them to learn. Staff use Development Matters in the Early Years Foundation Stage as a guide to monitoring children's stages of development. This leads to staff providing good levels of challenge for the children.

Children acquire skills and attitudes for school through learning the importance of daily routines, learning through play and behaving appropriately. They understand shape and number and use their fingers to make marks in the paint. Children draw the number eight and draw circles skilfully. They learn about the uses of technology as they operate toys such as calculators. Children develop imagination as they enjoy role play in the large house. Children who speak English as an additional language are encouraged to speak and

understand English. Staff use picture cards and Maketon signing to develop language skills. Staff use words from their other home languages at the nursery. This shows children that their own culture is valued and celebrated at the nursery and promotes diversity. Currently there are no children who attend other settings or need additional support from outside agencies, however staff know to work with any agencies if needed. Each child's key person engages parents in children's learning and they encourage parents to share information about their child's learning and development at home. This helps staff identify children's developing interests and needs. Parents are able to look at activity planning on display around the nursery. This helps inform parents about what and how children learn.

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

Children move freely between the two playrooms and enjoy playing in the garden. Resources are good and different areas of the curriculum are set up around the rooms by staff. Children make their own independent choices, as toys are stored at low-level all around the playrooms. Children learn about safety, as staff remind them of behaviour rules to help them feel secure and respect each other. Strong relationships between staff and children promote a happy and fun environment. All children develop strong bonds with their key person, who supports them throughout their stay at the nursery. Children's emotional well-being develops because of staff support and their good understanding of each child's needs. Staff give a high priority to the safety of children. They undertake risk assessments to remove any hazards or dangers to children both inside and outside the nursery. All staff are first aid trained, so can help if any child has an accident. The staff complete records of medication administration and accidents, sharing these with parents.

Children independently serve themselves during mealtimes and butter their own crackers. However, during mealtimes staff do not talk to children about the foods they like to eat and the importance of healthy eating. Children skilfully wash their own hands and learn the importance of hygiene through discussions with staff. This promotes children's confidence and self-motivation. Children enjoy exercise and being outside in the fresh air. They excitedly put on their wellington boots and put up their umbrellas to play in the rain. Children catch the rain in their hands as it trickles down from the roof. They talk to staff about how it feels and the sound it makes, showing real interest. Children run, jump and skip outside, supporting their physical development. Children explore their environment as they move around using all of the play area. They practise new skills as they ride bikes and concentrate on pushing the pedals. They develop their own ideas as they climb onto small grates outside to stand taller.

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

Management effectively monitor staff practice by sitting and observing in each playroom. This helps managers identify, and provide opportunities for, further training to improve staff's skills. Regular supervision and appraisals are used to identify where staff want to

progress to in their own development. The management use these methods as constructive sessions to talk to staff about any issues or concerns that arise. As a result, staff are given opportunities to take further training and improve their childcare skills. Management strongly understand what a good curriculum must consist of and staff share the delivery of the curriculum. This means that children experience a broad range of learning experiences to help them progress towards the early learning goals.

Management and staff understand the importance of complying with the safeguarding and welfare requirements, which they effectively implement. They develop staff's understanding of their roles and responsibilities towards safeguarding concerns, health and safety, and equal opportunities. Policies are embedded in practice, for example, staff complete all records relating to children's medical or other care needs appropriately. Staff treat children equally and fairly, so they can reach their full potential. Strong self-evaluation identifies areas for improvement, such as the development of areas in the garden to provide more stimulating learning opportunities outside.

Effective partnership with parents supports good working relationships and the sharing of children's achievements. Staff invite parents to parents' days, complete questionnaires and give feedback at any time about practice. The nursery has strong links with outside agencies such as the local authority advisory teachers, who help staff improve their knowledge and skills. This enhances their delivery of the learning and development requirements. Although no children currently attend with special educational needs and/or disabilities, staff have links with other professionals and know how to seek advice and support.

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. 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	EY442161
Local authority	Newham
Inspection number	806773
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	8
Name of provider	First Meditation Enterprise Limited
Date of previous inspection	Not applicable
Telephone number	0207 476 8500

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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 that are usually their 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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