

# Baytree House Day Nursery

32 Bromley Road, LONDON, SE6 2TP

## Inspection date

Previous inspection date

15/10/2013

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 are happy and settled in the stimulating indoor and outdoor environments. As a result, they make good progress in their learning and development.
- The management team monitors the nursery effectively and encourages staff's professional development. This helps to improve the quality of the provision.
- A supportive key person system enables staff to develop positive relationships with children and their parents. Therefore, the needs of the children are routinely well met.
- Staff have high expectations of the children and understand how they learn, helping to ensure they make good progress and are ready for the move to school.

### It is not yet outstanding because

- Staff do not always make the best use of mealtimes, to fully promote younger children's social and communication 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.

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 gathered information from the management team and staff.
- The inspector carried out observations of the children and staff practice.
- The inspector gathered information from parents.
- The inspector looked at children's records and documents.
- The inspector carried out a joint observation with the manager.

## Inspector

Marvet Gayle

## Full Report

### Information about the setting

Baytree House Day Nursery is one of three nurseries run by The Beeches Nursery Group Limited. The nursery first registered in 2005 and re-registered as a limited company in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a refurbished semi-detached house in Catford, within the London Borough of Lewisham. Children are accommodated in seven playrooms and have access to an enclosed outdoor play area. The nursery is open 24 hours a day, including weekends, all year round. There are currently 68 children aged from three months to under five years on roll, some in part-time places. The nursery receives funding to provide free early education for children aged two, three and four years and cares for a number of children who are learning English as an additional language. A total of 18 staff work with the children. Of these, nine staff hold relevant National Vocational Qualifications at level 3 and five hold similar qualifications at level 2. One member of staff has the Early Years Professional Status and one has Qualified Teacher Status.

### What the setting needs to do to improve further

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

- make the best use of all daily routines, particularly mealtimes, to fully promote young children's social and communication skills.

### Inspection judgements

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

Staff have a good knowledge of the seven areas of learning. All activities are age appropriate and keep the children's attention for sustained periods of time. The children settle well and are happy to be at nursery and choose what they would like to play with. The staff are attentive to children's needs and provide individual attention when needed. For example, during a dance session, those who were less confident were gently encouraged and guided to take part. Each room is equipped with resources to support and extend children's learning. Staff provide and attractively present a variety of resources and opportunities, which motivate children to explore and learn. Therefore, children are making good progress towards the early learning goal.

Staff record children's starting points and their abilities, during their settling in period. This helps staff plan meaningful play opportunities for individual children. All observations of children reflect their learning and development. Regular assessment ensures there is a sharp focus on how children learn and staff plan challenging activities with the children's

involvement. This also helps the staff understand their role in teaching and supporting children's learning to help them gain the skills for starting school. Staff are skilled at supporting children's learning and they help them acquire new skills at a pace that suits each child. For example, a member of staff observed a child trying to move across the climbing frame bars cautiously. She went to support the child by talking him through what he was trying to achieve. Consequently, the child learnt new skills and achieved what they set out to do. This supports children's self-confidence in persevering with learning new skills. Therefore, children gain a positive attitude towards their learning, which will help them when they move on to school.

Staff are good role models, they speak to each other with respect and show children how to behave in a positive manner. Children interact very well with each other and staff use praise and encouragement to reward the children. Children are motivated to learn and have the confidence to try something new. Overall, staff encourage children's communication and language skills well. For example, when a child digs up a worm and says 'Look there's a worm', staff reply 'You have dug up a worm, a small worm'. This helps extend children's language skills well, especially when children reply 'It's not big', demonstrating they understand what is being said to them. Children demonstrate they are developing their literacy skills well. They show a love of books as they pick up a favourite and take it to staff saying the name of the story. Children then sit down, turn the pages and point their fingers to the words as they retell the story in their own words.

The key person system works very well and staff understand each child's ability to learn and use this to narrow any achievement gaps. Staff understand the importance in including all parents in their children's learning. There is a strong partnership with parents and carers with a free flow of information that ensures children progress and their welfare needs are well met. Staff support parents who have concerns and attend meetings with other agencies as required. They are fully committed to supporting the family as a whole and feel this is an important way to meet children's individual needs. Consequently, all children make good progress in relation to their starting points.

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

Children demonstrate a strong feeling of security and sense of belonging in the nursery. The staff are kind and caring towards the children when they are anxious or need reassurance. Children enjoy cuddles and look to the staff for support and guidance. The key person approach encourages children to form effective relationships and attachments to their peers and other adults. This helps promote children's well-being and prepares them for transitions in the future, such as to pre-school or when they start school.

Children have access to enriching outdoor play opportunities. Staff enable children to manage risks safely, and use their imagination to solve problems and cooperate with each other. Staff promote children's health well, as they have regular opportunities to enjoy fresh air and exercise. The outside area at the nursery is fun and stimulating for all ages of children who attend. Staff ensure children are suitably dressed and they play outside in all weather. The garden is sectioned off into themed areas so children choose where they

would like to investigate and play. This develops children's exploration skills. Overall, mealtimes are a social occasion for most children. However, the organisation of mealtimes for the younger children means that staff are not always able to sit with them as they are carrying out other duties. Staff do not always get down to the children's level to interact with them and fully encourage their social skills, which reduces opportunities for these children to communicate with others at this time. All children eat well and enjoy the healthy meals provided. Parents inform staff of their children's dietary requirements and the chef caters to meet their needs. This helps children develop a positive attitude towards making healthy choices with regard to eating.

Children's behaviour is very good. They work alongside each other and are learning to share in a positive manner. Staff are very aware of children's emotional needs and they all receive equal amounts of support. Children learn keep themselves safe with praise and encouragement from staff for walking indoors and not running, for instance. The children are encouraged to become very independent as, for example, staff offer the children the opportunity to wash their own hands, say what activities they would like to play with and they develop good self-help skills for the future.

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

Staff are aware of their role and responsibilities in safeguarding children and staff know the procedures to follow if they have any concerns about a child. There are clear and robust systems in place for staff recruitment and all adults who have access to children are appropriately vetted to help ensure they are suitable. Staff complete daily risk assessments for indoor and outdoor activities. This enables children to play and learn in safety.

Self-evaluation is used to accurately identify the strengths and weaknesses of the nursery. Leaders monitor and evaluate staff's work through supervision and take steps to change practice that is not effective or does not benefit the children. Staff are confident in their role and the leadership and management of the nursery has clear plans for improvement in order to sustain the good quality care they provide for children. Parents are involved in the self-evaluation process, for example, by completing questionnaires, and through parents' evenings, which helps to further promote successful outcomes for children.

The nursery management team are focused on providing an effective appraisal system for staff, which helps to identify and promote staff training needs. As a result, staff are knowledgeable and experienced in promoting the care and learning needs of the children.

Staff promote good partnerships with parents. They are aware of the 'open door' policy and can speak to the manager or staff whenever necessary. Parents have daily feedback about their children's day and discuss how to help extend their play at home. Parents say they are 'very happy' with the quality of care provided and the support of the whole nursery team. Parents feel involved in their child's time at the nursery and are invited to celebration events. Parents state they would recommend the nursery to others. They

receive newsletters and on-going verbal updates, which keep them up to date with what the nursery is doing for their children.

Staff fully establish partnerships with other professionals. Staff aid children's transitions to school well and welcome any visits from local school teachers. This helps children to get to know their new teacher before they start school. The well-established channels of communication allow staff to successfully promote children's learning, development and welfare.

### **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	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 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 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

<b>Unique reference number</b>	EY462346
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	916801
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	51
<b>Number of children on roll</b>	68
<b>Name of provider</b>	The Beeches Nursery Group Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02086905465

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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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