

# Village Nurseries Ltd

Village Nurseries Ltd, Red Hill, CHISLEHURST, Kent, BR7 6DA

<b>Inspection date</b>	11/02/2014
Previous inspection date	08/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- All staff demonstrate an in-depth understanding of how young children learn effectively and skilfully adapt their teaching to meet each child's individual needs. They complete precise assessments and use these to inform the sharply focused planning and enables every child to make rapid progress in their learning.
- Staff create a highly stimulating and exciting environment which engages children in every area of learning. Excellent resources and a superbly designed garden area support a vibrant curriculum indoors and outdoors which promotes children's imagination and their social and cultural development.
- The staff team continually reviews and updates the way they work to meet children's individual needs extremely effectively. Consequently, children make an excellent start to their nursery life and are prepared very well for their entry to school.
- Supportive and dynamic management systems provide all staff with highly effective performance management and professional development. Consequently, staff are knowledgeable, and highly skilled teachers who deliver outstanding learning practices to children.

## 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

- Two inspectors attended this inspection one of whom was quality assuring the inspection process.
- The inspector observed children's play and staff interactions in both rooms and briefly in the garden.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager and one of the providers.
- The inspector scrutinised a variety of documents, photos and notice boards.

## Inspector

Chantal Clarke

## Full report

### Information about the setting

Village Nurseries Ltd Red Hill is one of five 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 Red Hill 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. 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. There are 85 children on roll, all of whom are in the early years age group, some attend part-time and others a full day. Some morning session children stay for lunch and some afternoon session children join the group for lunch. Children come from a very 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 nursery is in receipt of funding for the provision of free education to children aged three and four years.

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

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

- extend the use of staffs' excellent teaching skills to every interaction with children.

### Inspection judgements

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

The individual needs of each child lie at the heart of the daily life of the nursery. Staff prepare all planned activities to include ways of challenging more able children and ways of supporting the less able. When children choose their own activities, a thoughtfully selected range of resources supports differing abilities. For example, the laptop computer has a tracker pad for children with experience at controlling the cursor and a large roller ball mouse for those just acquiring this skill. Staff are very knowledgeable about each child's stage of development and they tailor their teaching to match. For example when children attempt to write their names they are given different levels of support depending on their stage of learning. These measures ensure that every child is receiving targeted experiences which promote highly effective learning.

The staff team support children's development through an excellent balance of planned

activities, child-led play and interesting resources. For example, staff play with children using hand puppets, sensitively showing them how to work together and modelling language. When the children feel confident in these skills staff partially withdraw and support the children's independent play by pretending to be audience members. Therefore staff allow children to take an active role in their own learning. Staff prepare inviting activities with a broad range of resources so that each child receives an extremely enjoyable and challenging experience across all areas of learning. The stimulating environment also develops children's ability to think critically, explore independently and express their ideas. Structured projects are based on children's interests and the connected project activities enable children to be very active learners. For example, children making and decorating mirrors spontaneously use them as props for telling the story of 'Snow White'.

All staff manage children's behaviour in very positive ways. Together with the excellent relationships between staff and children, this creates a happy, cooperative and supportive atmosphere which facilitates learning. Staff skilfully use natural conversations to teach language skills and children speak confidently to each other and to adults as a result. Children learning English as an additional language are very well supported using sensitive encouragement and a carefully planned language programme. Their rapid progress in speaking and understanding shows this is a highly effective strategy.

Parents are kept well informed about the life of the nursery through daily conversations with staff, regular parent meetings, an informative website and through recently improved notice boards. Parents volunteer to contribute to stories, projects and outings which enriches the educational programme and strengthens partnerships with parents. Families which are harder to engage receive targeted interventions to involve them in their child's learning. The vast majority of parents are delighted with all aspects of the nursery and by the rapid progress their children make.

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

The staff team work very effectively to ensure the nursery is safe and well resourced so that children have a stimulating environment in which to learn. Children respond to this by excitedly exploring activities and confidently trying out equipment. The thoroughly embedded key person system ensures each child forms at least one secure attachment and it provides parents with a familiar person to share information with. Each key person knows their children exceptionally well and can clearly demonstrate how they are supporting each child's next steps.

The behaviour management strategies used in this nursery are applied consistently by all staff members. They are based on detailed knowledge of child development and a profound respect for each child's feelings and high expectations for behaviour. As a result children are kind and polite and they enjoy each other's company.

Staff give children a wealth of opportunities to learn how to keep themselves safe and healthy. At snack time, children can explain why they need to wash their hands before

eating. Staff add to discussions about children's choices of snack, explaining that milk helps your bones to become strong. Children are encouraged to understand risks, for example when it is raining they know the slide will be so slippery it might cause them to hurt themselves. This helps them to learn how to keep themselves and their friends safe.

Children are very well prepared for their move to school in a variety of ways. The enabling environment in this nursery ensures all children are eager learners. They are taught how to take turns with resources and how to play together. Staff use the outside area to teach them about road safety. Children are emotionally prepared for the move to school using carefully selected books and timely discussions.

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

The pursuit of excellence is central to this nursery's work and is demonstrated by maintaining outstanding practice over a long period of time and their commitment to drive continual improvement. The provider and manager are very supportive of all of the staff and provide them with a broad programme of professional development. Robust systems for staff supervision and appraisal maintain and build on the high quality teaching and promptly address training needs. As a consequence, staff are knowledgeable about how to help all children develop and learn, committed to improvement and they aspire to extend their already high levels of qualification. The manager monitors staff practice and teaching skills and quickly identifies where improvements can be made. As a result staff teaching skills are excellent most of the time and during most activities. The manager also monitors the learning and development of each child very closely so that any areas requiring extra support or extension are very quickly identified. She then guides staff in planning to meet these needs within the flexible plan for the week. When speech and language therapy or support work are required, management liaise with external agencies extremely effectively to maximise the benefit to the child. These processes guarantee that all children's needs are very well met.

All children are exceptionally well safeguarded. The setting is currently undertaking a safeguarding self-evaluation to identify any possible areas for improvement, showing the high priority given to the safety of the children. All staff demonstrate they are fully aware of what they would do if concerned about a child's welfare. Recruitment processes are rigorous which ensures that only suitably vetted, qualified and skilled staff working with the children. Managers have devised a comprehensive induction programme for new staff which guarantees continuity of care for the children in the event of staff changes.

The vast majority of parents feel well informed about their child's learning and development and included in life at the nursery. When parents suggest improvements to information sharing, they are implemented without delay. For example, one parent felt she would benefit from more information about the weekly topic activities, and a new weekly notice is now displayed to meet this need. Staff work hard to adapt their provision to meet the needs of the diverse community they serve. As a consequence, this nursery is accessible to groups of children who otherwise might not receive early education.

The leaders of this nursery are highly capable of evaluating the impact of their practice and making changes. They include the views of all members of the nursery community in their evaluations, and meeting the needs of the children is always their priority. For example, the lunchtime procedures and the settling in process have been reviewed since the last inspection. Strategies which best suit the children are adopted, with an open mind to reviewing them again when necessary.

### **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	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. It will be monitored and inspected within twelve months of the date of this 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		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>	EY404326
<b>Local authority</b>	Bromley
<b>Inspection number</b>	822531
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Village Nurseries Ltd
<b>Date of previous inspection</b>	08/06/2010
<b>Telephone number</b>	01959 562753

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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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