

Jenniflowers Pre-School Nursery

Lower Hall, Everyday Church, 225 Wimbledon Park Road, London, SW18 5RH

Inspection date

19/05/2014

Previous inspection date

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

- Staff manage children's behaviour well. They involve children in the setting of expected ways to behave and use praise to encourage positive behaviour.
- Children are happy and secure because they have strong attachments to staff who respond warmly to them.
- Staff maintain good records of children's progress, which they use in planning to meet children's needs effectively.
- Management sets highly appropriate targets for improvement of the nursery because it has good awareness of the strengths and weaknesses of the provision.

It is not yet outstanding because

- There are fewer opportunities for children to use simple technology.
- Visual props linked to different songs and rhymes to help children choose from a wider variety of songs are not available.

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 carried out a joint observation with the manager of an adult-led activity.
- The inspector observed interactions between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector held a discussion with management and sampled a range of documentation.
- The inspector spoke to staff, parents and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Jenniflowers Pre-school Nursery registered in 2013 and operates from a church hall in Wimbledon, in the London Borough of Wimbledon. It is privately owned. There is an outside area for outdoor play. The nursery is open from Monday to Friday from 8am to 6pm for 51 weeks of the year. It is closed for public bank holidays. Children attend for a variety of sessions, including all day. The nursery supports children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged three and four years. A team of six staff work directly with the children, four of whom hold appropriate early years qualifications. Of these, one staff member holds Early Years Professional Status; two staff members have degrees in Early Years Education; one staff member holds a level 3 qualification; two staff members are unqualified and working towards early years qualifications. The nursery is registered on the Early Years Register and there are 29 children in the early years range on roll.

What the setting needs to do to improve further

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

- develop children's choice further by providing visual prompts linked to a wide variety of songs and rhymes
- develop further opportunities for children to learn about and use technology.

Inspection judgements

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

Staff plan carefully to meet the needs of children. They provide a broad range of stimulating activities based well on areas of learning. Staff link children's next steps for learning effectively to planning so that children are challenged well. Children use the outdoor and indoor areas freely and this enables freedom of choice. Children are free to choose activities and resources, which supports their independence and creativity. Staff provide structured learning in adult-led activities, which offers a good balance. Children's learning is enriched by visits from specialist teachers, such as rugby teachers who support children's physical coordination skills.

Staff provide children with good opportunities to practise their early literacy skills. For instance, children recognise their names on cards when they arrive at the nursery. During group times, children who have been chosen as helpers write their names on a board. Staff teach children letters and sound through songs, games and stories. For instance, children identify the 's' sound and sing songs and make snake like actions. Staff extend

their thinking by asking children to think of objects beginning with the 's' sound, which they do confidently. Children learn to follow instruction and to take turns while they make play dough. Staff encourage children to feel the texture of flour and introduce new vocabulary to children, such as 'light, soft'. Staff encourage children to count each spoonful of flour and this supports children's counting skills. Staff ask children to anticipate each stage of the process. This encourages children to think critically about which ingredient would need to be added to the mixture. Children enjoy singing songs and learn names of different body parts while they sing action rhymes. Staff allow children to choose songs to sing. However, children often choose the same song because there are no visual prompts to help them think of other songs. Although the nursery has some technology resources, these are not readily available to children to use in their play. Children take turns to speak and listen during group discussions. Staff teach children days of the week and seasons and this supports children's understanding of the world. During group time, staff give children time to think and respond to open questions. Children enjoy singing songs and learn names of different body parts while they sing action rhymes. Overall, children learn good skills for later use in school.

Staff take children to nearby parks each day so that they can practise climbing, running, jumping and balancing on a range of apparatus. The nursery has a small, secure rear garden, which is used for fresh air and a variety of outdoor learning opportunities. For instance, children learn about where food comes from because they grow salad leaves and strawberries. They practise small muscle control as they close bolts and hang hooks on multi-activity boards. They explore capacity as they fill different sized containers with water. Staff encourage children to identify letters on shells hidden in the sand. This supports children's early literacy skills. Children enjoy using the outdoor den to make friends and have conversations. This helps children's social and language development.

Children learning English as an additional language make good progress. This is because staff read dual language books and learn key words in children's home languages. Staff support children's language skills further by using visual resources, such as flash cards to help children to learn English words for objects. Staff monitor the progress of children very well. They maintain secure digital records of children's development which include high quality observations. Staff evaluate a range of observations along with other evidence of children's skills to form their next steps for learning. This information feeds directly into planning so that children's needs are met effectively. Staff carry out progress checks for children aged between two and three years and provide written summaries to parents. This helps to keep parents informed of their children's development.

Parents have good opportunities to take part in their children's learning. They have access to secure digital records of children's progress where they can share their observations of their children. It also enables parents to have the latest information about their children's progress. Staff keep parents informed about children's development through regular parent meetings. They talk to parents daily when they arrive at the nursery. Staff also maintain daily digital diaries which provide details on children's care and learning. Parents have secure access to these diaries and can share their observations of their children in the diaries.

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

Children settle happily in this welcoming nursery. They have strong relationships with staff who spend time getting to know children. Staff find out about children's likes and dislikes and provide an environment that children enjoy. Staff provide suitable routines which children understand and which support their feelings of security. This is reinforced through photo displays of daily events in the nursery.

The nursery is thoughtfully decorated with interesting displays of children's work. It is colourful and inviting and this supports children's well-being. Staff are good role models of safety. They teach children about road safety and carry out a robust outings procedure, including the use of high visibility jackets and walking in pairs. Staff show children how to use tools and materials safely. For instance, they show children how to carry scissors safely across the room. Children walk indoors and move in safe ways to prevent accidents. Children have good independence skills. They take responsibility for minor tasks, such as laying the table at snack time. In the morning, children find out which fruits other children would like to eat at snack time. Staff get children fully involved in snack time by taking them to the green grocer to buy fresh fruits. Children pour their own drinks and wash their bowls and cups after use. They use the bathroom independently and wash their hands at appropriate times. Staff change children's nappies in bright, clean areas, which supports children's comfort.

Staff teach children how to eat healthily by providing nutritious snacks. Staff help to ensure that children eat suitable food because they cater for special dietary needs. Children have access to fresh drinking water to keep hydrated. Staff support the development of children's healthy lifestyles. They take children out each day for fresh air to practise a wide range of physical skills.

Staff encourage children to think about positive ways to behave. They ask children to use words to describe positive behaviour and children say 'sharing' and 'kind'. Staff write these words on leaves which are placed on a character tree. This serves to remind children of their suggestions and helps them to be clear about expectations of behaviour. Staff are calm and balanced in their approach to behaviour management. They praise children for specific actions and this encourages children to behave in positive ways. Staff teach children about difference by talking with them and celebrating special events, such as Chinese New Year. Children make lanterns to celebrate the occasion. Staff have good links with other early years providers to exchange information about children who attend different settings. This helps children to settle readily. Staff have begun to develop links with local schools to support pre-school children who move to school in future.

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

The management team places good emphasis on children's safety and helps to ensure children are safe by vetting staff thoroughly for their roles. Staff carry out risk assessments covering all areas of the nursery, including outings. They have good

knowledge of procedures to follow should they be concerned about a child. All staff have received safeguarding training and this helps to protect children from harm. All policies and procedures are in place to help keep children safe. The management team has a good understanding of its role in relation to the requirements of the Early Years Foundation Stage.

Staff receive regular supervision and support from management to meet their professional needs. They are offered training and mentoring to support any areas of underperformance. Appraisals are scheduled to take place in the coming months to identify staff training needs. Some staff have attended training courses to enhance their skills. For instance, staff attended a course on supporting children's play which led to staff using more open questions and making more timely interventions.

The manager has a very thorough approach to monitoring the nursery. She carries out monthly audits on all observations of children to check for regularity, quality and how they feed into planning. The manager spends regular amounts of time working in the group rooms to gain good insight into the quality of staff practice. She provides staff with feedback and offers support and advice as necessary. The manager checks planning each week and this provides good insight into the effectiveness of planning. Staff track the progress of children well. This provides useful information on children's operating levels so that those operating below expected levels are offered support.

Staff work effectively with the range of people involved in children's lives. They have good partnership with parents and keep them well informed of their children's progress. Staff provide good opportunities for parents to contribute to their children's learning. For instance, staff invite parents into the nursery to talk to children about their job roles. Staff have good links with other early years providers to exchange information on children attending different settings. Staff work well with the early years department of the local authority who provide advice and support.

The management team considers the effectiveness of all aspects of the nursery through regular reflection on the provision. The team has a good awareness of the attributes and limitations of the nursery. It has formed key priorities for development, such as the integration of Makaton, a communication system to aid children's communication and language skills. The nursery operates well and has good ability to maintain this.

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

| | |
|------------------------------------|----------------------------|
| Unique reference number | EY471362 |
| Local authority | Wandsworth |
| Inspection number | 944156 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 30 |
| Number of children on roll | 29 |
| Name of provider | Jenniflowers Childcare Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 07947763269 |

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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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Piccadilly Gate
Store St
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