

Inspection date

01/07/2013

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

- Children are encouraged to be independent from an early age by, for example selecting their own toys and serving their own food and drinks. These opportunities enable children to develop their independence and decision making skills.
- Staff demonstrate a good knowledge and understanding of safeguarding procedures. This understanding keeps children safe and promotes their well-being.
- Any additional support that children may need is quickly provided through the highly effective tracking and observation systems.
- The key person system is extremely effective in supporting children to settle into the nursery and to form strong attachments with staff, so children are ready to learn.
- Children's individual needs are extremely well met through effective assessment of their individual stages of development. Comprehensive planning supports their progress and development further.

It is not yet outstanding because

- Staff have not fully developed opportunities for children to understand the natural world.
- Parents contribute to children's initial assessments but there opportunities for them to contribute to their child's ongoing learning and development are not encouraged as well as possible .

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted a joint observation with the manager of the setting.
- The inspector spoke to a couple of parents and looked at comments made by parents in the parent/carer questionnaires.
- The inspector had a tour of the setting and discussed with both the proprietor and manager how the setting operates.
- The inspector sampled documentation, such as attendance records and accident and medication records.
- The inspector observed the children during play activities and and meal times.

Inspector

Lara Hickson

Full Report

Information about the setting

Ivy League Nursery is owned by Ivy League Nursery Ltd . It registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from six main rooms in a refurbished building in South Norwood, south east London. Children have access to enclosed outdoor play areas.

The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. There are currently 10 children on roll, all of whom are in the early years age group. The nursery can provide care to children with special educational needs and/or disabilities. Three members of staff work with the children, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The manager is qualified to level 6.

What the setting needs to do to improve further

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

- further enhance learning opportunities for children in the garden area with particular reference to learning about the natural world, such as through planting activities
- further extend opportunities for parents to contribute to their children's learning and development.

Inspection judgements

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

Children are making good progress as a result of the staff team's knowledge and understanding of child development. They demonstrate a clear understanding of the expected levels children reach at their different ages and stages of development. Staff use the guidance documents to support children's ongoing progress and development. The staff encourage children to have lots of fun and learn through playing and exploring. The playrooms are bright, colourful and stimulating learning environment. These are very well resourced with a broad range of stimulating, challenging resources. These help children to make good progress in all areas of their development in line with the early learning goals. For example, during an adult directed activity children learn about the principle of floating and sinking. They have fun predicting whether items will float or sink. Staff introduce valuable early mathematical language to enhance children's communication and understanding. For example, the member of staff managing the activity explains to the

children that lighter objects float whilst heavier objects sink. The use of a see through tray helps children to see the objects and think which ones are floating and which ones have sunk to the bottom. This activity developed children's understanding of floating and sinking and to extended children's vocabularies.

Staff actively support and promote children's learning by ensuring that, overall, all areas of learning are promoted in both the indoor and outdoor environments. Staff interact well with the children, so that from an early age children's play is purposeful and interesting. For example, when babies push different buttons on a baby walker, staff repeat the names of the animals and colours that they press and make the noises of the different animals.

Children's personal, social and emotional development is promoted from the start through highly effective settling-in procedures. Children are confident speakers, eagerly answering questions during activities and discussing what they are doing. Children develop mathematical ideas during child-initiated and adult-led play activities and daily routines. For example, staff introduce early counting as babies start to build towers from soft blocks and introduce concepts of floating and sinking during an adult directed activity. Staff continuously support children's language and communication skills. During play activities and stories Staff extend children's vocabulary by introducing numerous new words and extending children's vocabulary. Staff ask useful questions which encourage children's language skills. The outdoor area is well used and all children have daily opportunities to get fresh air and exercise. The outdoor space extends the learning opportunities provided in the indoor environment and children thoroughly enjoy their time in the garden. All seven areas of learning are catered for each day with a range of interesting and challenging resources. However, staff have not fully developed opportunities for children to learn about the wider world as well as possible, for example by learning how plants grow.

Staff plan activities for children based on their observations of children's individual interests and what they like doing. Staff discuss children's individual interests with parents during the initial settling-in sessions and encourage children to settle by providing activities that they know the children enjoy. For example, water activities were set out with a variety of different resources during the settling-in period for one child to help them to separate from their parents and become engaged in an activity they enjoy and are familiar with. Physical development is promoted extremely effectively by staff in both the indoor and outdoor environments and on outings to local parks. Staff ensure that there are appropriate resources and equipment available to help children develop their coordination, and other physical skills. Baby's early walking skills are encouraged by staff who encourage them to stand and to take early steps with their help or through pushing a baby walker. Older children ride bicycles and scooters, skilfully negotiating around other children and equipment.

Observation and assessment systems show that nursery staff have an accurate picture of children's progress in relation to their individual starting points. The detailed observation, tracking and planning systems enable staff to identify where children are with regards to their individual learning. This enables them to identify if a child is not progressing in line with their starting points and their actual age. Staff use a guidance document to gauge

where a child is in their individual development and to plan next steps that will enhance their progress further. Staff demonstrate a clear understanding of the need to complete a progress check on children's progress between the ages of two and three years. Observations, initial settling-in reports, tracking systems and on going assessments are in place to be used to show where children are in the prime areas of learning.

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

Effective settling-in procedures support children to form strong emotional attachments with their key person. This helps children to settle quickly in the transfer from their home into the nursery. Staff liaise closely with new parents to determine an individualised settling-in period in line with individual requirements. Staff are caring and nurturing in their approach and the warm, welcoming atmosphere in the nursery effectively fosters children's emotional well-being. Children eagerly participate in play activities because staff are on hand to support and extend their learning.

Children actively explore their indoor and outdoor environments and the broad range of resources available, moving happily between the different activities. There is a good balance of child-initiated and activities planned by staff. For example, staff observe that babies enjoy rummaging through boxes and baskets and provide a range of storage baskets and boxes for them to explore. This idea is being further extended through the introduction of baskets with natural resources.

The nursery staff encourage children to develop healthy lifestyles through the extremely healthy, well balanced selection of meals and snacks prepared freshly every day by the nursery cook. Staff discuss individual dietary requirements with parents and record clear information on these, which ensures they are comprehensively met. Learning opportunities at snack and meal times enhance children's independence and physical skills. For example, children pour their own drinks and serve their meals and fruit snack. Babies and toddlers are encouraged to feed themselves and staff are on hand to support this. For example, at lunchtime staff help younger children to scrape the last remnants from the yoghurt pots. Staff plan activities to promote regular fresh air and exercise. Children have made a fruit salad with all the fruits found in a popular story about a caterpillar. A story sack has been set up for children to play with and staff have displayed the story of the caterpillar, which children enjoy looking through with staff.

The nursery staff have good hygiene routines in place to protect children from cross infection and to support them to develop independent hygiene practices. For example, a pictorial display in the bathroom uses photos of children to show how hands should be washed thoroughly. On one occasion a younger child reminded an older peer that they must put their hands over their mouths, reinforcing that they clearly understand how to prevent germs within the setting. Staff promote children's individual sleep routines well following discussions with their parents at the initial meeting. This helps to ensure that children rest in line with their individual requirements. Safety is given a high priority in the nursery.. Through the nursery routines children are learning how to keep themselves safe. For example, they regularly practise the fire evacuation drill to ensure that they

understand the procedure to follow in an emergency.

There is a wide selection of activities and experiences for children to enjoy. The nursery is set out well to enable children to explore and investigate in the indoor and outdoor areas. Low level storage units and clearly labelled resources allow children to select toys and activities, promoting their independence and decision making skills from an early age. Support for children with special educational needs and/or disabilities are a specific strength of the nursery. Staff work closely with parents to support children who are not developing in line with their age guidelines. Early intervention is sought and required individual educational plans are put in place to support the child's ongoing progress and development. Children behave well because the staff team provide gentle reminders about what is appropriate. For example, staff calmly explain that the toys have to be shared when squabbles do occur between children over a toy or piece of equipment.

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

The provider demonstrates a good understanding of the safeguarding and welfare requirements. All the staff team have a thorough knowledge of safeguarding procedures and of their responsibility with regards to recording and reporting any safeguarding concerns. The management team ensures that all staff have completed safeguarding training and are clear about the procedure to follow if they had a concern about a child's welfare. Procedures regarding the use of mobile phones and cameras in the setting are clear and implemented effectively by the nursery. All visitors to the nursery are required to show their identification and sign into and out from the nursery. Comprehensive risk assessments are in place to support children's ongoing safety and well being. A daily checklist is completed on the indoor and outdoor learning environments. If a risk is identified an additional form is completed with comprehensive details of the risk and the action that will be taken to minimise this hazard. For example, a recent risk assessment identified that a bike had a loose screw. Staff completed a risk assessment on the bike and within a day this problem had been rectified, thus promoting children's safety.

Recruitment processes are rigorous and include an in depth induction process. This fully supports new staff and ensures that they understand how the nursery operates and helps them to develop good practice. Staff meetings take place regularly and are a forum for discussing practice issues and how the nursery is developing. The manager supports the individual training and personal development needs of staff.

Each child's key person closely monitors their progress by using an effective observation and tracking system. The manager monitors staff work to ensure consistency regarding observation and assessment, across the staff team. She reinforces good practice and provides advice and support as required to improve any areas that she identifies as needing development. The manager works closely with the other staff to review the progress of the children attending the nursery. This helps the staff to quickly identify any additional support children may need to support them to meet learning and development targets.

Partnership with parents is good and enhances children's well being. The staff work closely with parents to fully meet the individual needs of all children attending. A comprehensive parents' pack is given to all new parents with a brief overview of the how the nursery operates. The nursery website provides extensive information including the policies and procedures and what is involved in the Early Years Foundation Stage. Although verbal feedback is exchanged on a daily basis staff do not do encourage parents to contribute to their child's on going learning and development very regularly. Parents are happy with the nursery and praise the friendly, approachable staff team and the welcoming, homely nursery environment. Partnerships with other early years settings have been developed to aid transfers for children starting at and moving on from the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY456965
Local authority	Croydon
Inspection number	901945
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	10
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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