

Bright Explorers Day Nursery

166 Benhill Road, London, SE5 7LL

Inspection date

Previous inspection date

30/07/2014

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 interact well with children supporting their learning and development effectively.
- Children have access to a stimulating selection of resources to support their learning.
- Staff meet children's individual welfare needs effectively.
- Engaging relationships with the children help them to settle quickly and develop their personal, social and emotional skills well.

It is not yet outstanding because

- The processes used to share information about the children between staff are not always fully effective.

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 observed the children's play and interactions.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector spoke with children and met with the provider and manager.
- The inspector examined documentation, including planning paperwork, observations, staff suitability checks and some policies.
- The inspector invited the manager to carry out a joint observation.

Inspector

Matthew West

Full report

Information about the setting

Bright Explorers Day Nursery registered in 2014. It operates from a community hall situated in the Camberwell area, within the London Borough of Southwark. Children have access to two play rooms. Local parks and open spaces are used for outdoor play. The nursery is open Monday to Friday from 7.30am to 6.00pm. It is open throughout the year, except for bank holidays. Children can attend a variety of sessions. The provider has an Early Years degree, and there are two other members of staff, who both hold a suitable childcare qualification at level 3. There are currently two children on roll. The nursery receives funding to provide free early education for three- and four-year-olds. The nursery supports children who are learning English as an additional language.

What the setting needs to do to improve further

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

- enhance how information is shared and monitored between staff to ensure that all children's learning is maximised through sharply focused teaching.

Inspection judgements

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

Children develop well in the care of the nursery staff because they learn and are cared for in a supportive and stimulating environment. Children demonstrate enthusiasm for the activities the nursery provides. This is because the staff show enthusiasm for children's interests. Children make good progress in all areas of learning because staff match activities to children's interests and abilities. For example, young children enjoyed building towers using construction toys with adults. Older children used their skills to identify the names of letters, and the sounds they made as they fished them out of a water tray. Staff share books with children that the children have chosen to read and ask them questions about the book. The nursery is set out with an interesting range of resources that children can access that support development in all areas of learning. For example, older children developed their physical skills and spatial awareness by lining up boxes, and using a golf club to hit the ball into the box. Younger children showed delight in operating an electric train and showing others how it works.

The nursery has effective strategies for sharing information about children's learning with parents. Parents share information about children's interests and needs before their child starts, and staff use this information to plan activities for children. Staff keep observations, photographs and records of the progress that children are making and record this in individual books. Staff use these observations to check that children are working at a stage of development that is appropriate for their age. The child's key person records the

next steps in learning in the child's learning journey. Staff use these individual plans to identify activities and resources in weekly plans that will be accessible for children. However, these weekly plans are not explicit about what the key person has identified that each child needs to do to move forwards. This leads to some inconsistencies in other staff's knowledge of children's next steps in learning. The provider is aware of the requirement to complete a progress check at age two. Parents say that staff inform them on a daily basis about how their child is getting on, and have regular opportunities to have meetings with their child's key person. Parents are encouraged to share what they observe about their child's learning and development at home. This supports children's continuity of learning at home and in the nursery.

Children make good progress towards their expected goals, including those children who are learning English as an additional language. Staff engage children in conversation throughout the day through informal conversations and by questioning children to extend their understanding. Staff model language and talk to the youngest children about what they are doing, so that they learn the words for objects. Staff ask older children questions like, "Where do you think the cat might be hiding?" about a missing cat poster they see in the park. This helps to develop children's thinking skills. All children have daily opportunities to develop their physical skills in the local park. Younger children enjoyed climbing and swinging on a climbing structure. Older children had running races with staff, and climbed on larger climbing equipment. They tried to walk up two rungs on the ladder at a time, with support and encouragement from staff. This helps children to learn about what is acceptable risk. Children develop their mathematical skills, for example, by identifying numbers in sand. They enjoyed cutting sandwiches they made into squares, triangles or rectangles and identifying the shape. Children develop their personal, social and emotional skills by having opportunities to work together at tasks. For example, four-year-olds help two-year-olds to climb down from the top of a climbing structure in the park, and pour drinks of milk for younger children.

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

Staff and children have strong relationships that make children feel safe and secure. This rich sense of security helps children to flourish in the nursery staff's care. Staff take time to get to know children well, which is helped by the high ratio of staff to children. As a result, children are self-assured and secure in the knowledge they are valued and respected. Consequently, this promotes their self-esteem, which builds their confidence in exploring and trying new challenges. Children settle quickly in the nursery and their behaviour is good.

Children choose what they would like to use from an engaging range of resources. This stimulates the children's interest, and helps them to develop independence. Children have an ample range of healthy foods and snacks, which includes a range of fruit and vegetables. The nursery caters for children's nutritional needs well. Children who are reluctant to chew solid food are supported to try new foods in the nursery, and staff share information with parents on how to promote chewing at home.

The nursery has well-developed checks to ensure the safety and well-being of the children. Staff and children complete monthly fire drills so that all know what to do in the event of an emergency. Staff make regular risk assessments of the building, and when taking children on trips. Staff have relevant checks, and are well aware of what to do if they are concerned about a child in their care. These measures ensure that the nursery keeps the children safe at all times. Staff promote children's hygiene by helping them to wash their hands after changing, or coming in from playing outside. Staff provide opportunities for children to develop their independence at lunchtime, by making their own sandwiches and cutting up the salad using knives and forks. Children sit together with adults at lunchtime, which creates a nurturing environment and enriches the youngest children's experiences, as they are able to learn from older children.

Children confidently explore the environment. They select resources, which are clearly labelled with words and pictures to help them see what is available. The nursery has developed links with local schools and this helps the children's continuing development when they move on to nursery or school.

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

The provider has a secure understanding of safeguarding issues, and knows how to keep children safe from harm. Staff have attended safeguarding training and clearly know the procedures to follow in the event of a concern. The provider, manager and staff have a good understanding of the areas of learning of the Early Years Foundation Stage.

The nursery has a comprehensive set of regularly updated and reviewed policies to ensure that the children in their care are safe. Managers share policies with staff and parents in an open and transparent way to ensure they are clear about the regulations. Parents can access policies on a parent notice board. The nursery has a clear policy on the use of mobile phones and cameras, as well as seeking parental permission for photographs. This shows their commitment to maintaining children's security and confidentiality.

Staff have secure systems in place overall to help them make observations and they assess the progress that children make, using appropriate developmental milestones as their guide. However, access to the next steps in learning for all children is inconsistent amongst the staff team. This means some children may not be fully stretched in their learning in some areas. Despite this, children are making good or better progress.

The provider uses self-evaluation to identify and reflect on strengths and areas for development that will have a positive impact on children's development and progress. The provider reflects on the practice in the nursery and is beginning to identify some key actions that she wishes to address to improve outcomes for children. Parents feed into the self-evaluation process through questionnaires so that they feel fully involved in their children's care and progress. The manager observes staff, and holds regular supervision meetings with them. This is an effective way of identifying development needs of the staff team.

The nursery has well-developed partnerships with parents and external agencies, such as the local authority advisor. These links help the nursery to ensure that children develop well and receive the support they need to make good progress. The manager understands the importance of working with other professionals to provide support for children if the need arises. She is aware of how to support parents in accessing services when a child may need extra support to close any gaps in their learning.

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
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	EY470404
Local authority	Southwark
Inspection number	953293
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	2
Name of provider	Veronica Toyin Olukan-Jimoh
Date of previous inspection	not applicable
Telephone number	07450859431

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

