

Grace's Day Nursery

Ruxley Manor Garden Centre, Maidstone Road, Sidcup, Kent, DA14 5BQ

Inspection date	21/02/2013
Previous inspection date	21/06/2011

The quality and standards of the early years provision	This inspection:	1
	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

- The leadership and management of the setting is inspirational. They demonstrate an exemplary knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice.
- Children make extremely good progress in all areas of their learning. They are supported exceptionally well by skilled staff who plan a wealth of exciting and stimulating learning opportunities based on children's interests, their own observations and the information they receive from parents.
- Children are exceptionally well protected because the nursery implements comprehensive safeguarding procedures. Robust recruitment procedures, exemplary staff induction and supervision processes are in place, ensuring all staff are suitable, work exceptionally well as a team and are highly committed to constantly providing the best they can for the children in their care.
- The provision of highly nutritious home cooked meals and initiatives such as the Forest School provide children with a strong base from which they learn to manage risks and understand how to keep themselves safe and healthy.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed and chatted to children as they played indoors and outside.
The Inspector observed staff in all rooms interacting with children and discussed
- how they deliver the safeguarding and welfare and the learning and development requirements of the EYFS.
- The Inspector looked at all required documentation, sampled policies and procedures and an example of children's developmental records in each room.
- The Inspector took account of the views of parents via discussion, questionnaires and references.
- The Inspector met with Managers to discuss the Ofsted SEF and how they monitor the delivery of the EYFS requirements.

Inspector

Sarer Tarling

Full Report

Information about the setting

Grace's Day Nursery was registered in 2010. It is based on the grounds of Ruxley Garden Centre in Sidcup, Kent. The nursery operates across two buildings. Little Grace's unit

caters for children under the age of two and has four main playrooms located over two floors. The youngest babies are located on the ground floor where both play rooms have access to the garden. There is also a reception area, office and kitchen located on the ground floor. Upstairs the two remaining rooms cater for slightly older children and have scheduled use of the garden.

Children aged over two years are accommodated in the 17th Century listed building which also has four main play rooms. Three of these are located on the ground floor, two with direct access to the garden, along with a reception area and kitchen. The eldest children are accommodated on the first floor which also has an office. All children have access to the soft play room, which has a variety of soft blocks and a ball pit and the outside areas which comprise of a combination of high-grade tarmac and laid lawn. There is a large growing area and fixed climbing apparatus as well as a mini-beast area. There is parking available both outside the day nursery and in the garden centre.

The nursery is registered on the Early Years Register and both parts of the Childcare register. Grace's Nursery is open from 7am to 7pm for 52 weeks of the year, only closing on bank holidays and for two staff training days. The nursery currently employs 33 staff, including a number of support staff. The majority of staff working directly with children hold a recognised qualification in childcare or are working toward one. There are currently 129 children in the early years age group on roll. The nursery is in receipt of nursery education funding for children aged three and four and supports a number of children with special educational needs and/or disabilities and those who have English as an additional language. The nursery uses initiatives such as the 'Every Child a Talker' and 'Forest School' programmes.

What the setting needs to do to improve further

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

- Continue to develop inspirational and challenging opportunities, across all seven areas of learning, for children of all ages in the outdoor environment.

Inspection judgements

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

The dynamic staff team have an excellent understanding of how children learn, coupled with a very secure knowledge of each child's individual needs. They demonstrate a superb understanding of the Early Years Foundation Stage and say they are 'inspired' by the

children. All of these qualities enable the very successful promotion of all children's care and learning. Parents are encouraged to contribute to their child's starting points with the child's key person. On-going observations, photographs and examples of their work, build up a colourful and truly insightful learning journal of each child's time at the nursery. Assessments of children at all ages are clear, precise and sharply focused. They include meaningful contributions from all those involved in each child's learning, helping to ensure accurate planning for their next steps in learning. Observations and continued communication with parents contribute to the required profile check for two-year-olds. This along with bi-monthly summaries and bi-annual review meetings ensure parents can contribute to and are kept well informed of their child's progress. Management implement a robust system for tracking and analysing children's learning and progress. This ensures children who are gifted, or may need additional support, are identified quickly to maximise their potential.

Staff successfully evaluate and adapt the activities provided each day so that children's individual learning needs and ideas are supported within the daily plans. Planning embraces the seven areas of learning in both the outdoor and indoor environment and as a result allows staff to support children in making excellent progress in relation to their starting points. Children who have special educational needs and/or disabilities are supported particularly well through the use of visual timetables and sign language and are making very good progress.

Children are exceptionally well prepared for their future learning as staff place a high priority on developing children's language and communication skills. Staff sing songs and rhymes with babies and mimic familiar words, encouraging early speech. Older children come together to talk in small groups and even the shyest children are encouraged to share their news and talk using their box of items brought from home as a prompt. Staff provide endless opportunities for children to communicate their thoughts and ideas and which promote curiosity and thinking skills. Superb arrangements are in place to ensure children with English as an additional language are supported. For example, the abundance of visual prompts throughout the nursery, the use of simple sign language and labels in key words help children to communicate.

Staff read stories to individual children as they snuggle up in cosy book areas and to small groups as they perch on the toadstools under the tree outside. Staff skilfully use props to stimulate children's interest in books and bring them to life through fun interactive story telling sessions such as hunting for a bear. When they are ready, staff support children in learning phonics and building up words. There are many opportunities for young children to practise early writing skills in a variety of messy play activities such as shaving foam, paint and corn flour. Older children create menus and write shopping lists in the role play area and write their own name on any work they do. Children flourish and show great enthusiasm to learn because staff are committed and motivated to provide exceptional learning opportunities.

Interaction is excellent and staff have high expectations of themselves and the children. Staff encourage the use of mathematical terms during all activities. Consequently, children are provided with excellent opportunities to develop and improve their number skills and understanding of space and shape.. All ages of children have many opportunities to learn

about technology and to practise their skills, such as using a computer. Children's enthusiasm is expertly harnessed by staff who engage children in learning about different aspects of science through practical experiences such as making jelly and observing ice melting and re-freezing. Children learn about the wider world, similarities and difference through activities organised during Black History month and while celebrating a variety of festivals. Staff show a commitment to providing good quality play resources which promote discussion and positive images of disability. Children make their own musical instruments out of recycled objects and join in enthusiastically with music and movement sessions.

A real strength of this nursery is the highly effective strategies used to engage parents in their children's learning which helps children make the best progress. Bright and interesting leaflets have been produced explaining the use of nursery learning journals, along with displays on notice boards, all offering explanations of all areas of learning and how these can be supported at home. Book bags go home each day, which contain link books for staff and parents to exchange information about children's routines and learning. Parents are also encouraged to place note of their child's progress on the nursery observation tree and a 'Wow board' congratulates children on their individual achievements.

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

The nursery provides a rich and vibrant learning environment in which children are very well nurtured. Staff are attentive and sensitive to children's needs and offer cuddles and reassurance when required. Highly successful settling-in procedures ensure children have a smooth move from home to the nursery. Home visits enable staff to develop warm and trusting relationships with families and as a result children feel safe and secure. Superb information is available for parents with regard to the key person and their role. Parents share important information relating to their child before they start at the nursery. There is continuity of care as each child has their own key person and buddy, who are responsible for meeting all of their personal care and welfare needs. There is a minimal staff turnover and high staff ratios which fully supports children in forming strong, secure, emotional attachments, which provide a solid foundation for their personal, social and emotional development. Children's family trees are displayed, along with photographs and details of where they are from and their home language, making all feel welcome.

Staff have specific responsibilities for ensuring play areas are well resourced and set up to inspire and challenge children. Low level storage systems, clearly labelled with pictures and words enable all children to make choices about their play and to develop their own learning styles. Consequently, children's independence is developing very well. In the baby unit a wonderful black and white sensory area has been set up where they can explore independently. Treasure baskets filled with man-made and natural objects invite different responses from babies as they touch, listen, smell and even taste different items. Emergent walking skills are also supported by babies pulling themselves up and cruising along the furniture.

A wealth of opportunities in the Forest School outdoor classroom successfully promotes children's understanding of safety and their developing physical ability. Staff are fully aware of their responsibilities in keeping children safe and are vigilant, while allowing the children to have sufficient risk in their play to promote challenge. For example, the older children are taught how to treat the real work bench tools with respect as they use them to make items out of wood. Staff introduce road signs to the outdoor area as children ride on bikes, helping them gain a better understanding of road safety. There are plenty of opportunities for children to learn what to do in emergency situations as the evacuation procedure is regularly practiced and staff use small world play to discuss real life situations and people who helps us such as fire fighters, hospital workers and police officers.

Children relish their time outdoors in all weathers and are beginning to understand the importance and benefits of fresh air and physical exercise. Throughout the nursery staff follow stringent hygiene routines which prevent the risk of cross infection. Children are supported while they learn to manage their personal hygiene well and are very independent. Drinking water is readily available throughout the day for children to help themselves if they feel thirsty. Snack and meal times are regarded as a relaxing and sociable occasions. Staff sit with the children and engage in conversations about the benefits of healthy eating. As a result, during lunch one child proudly announced 'runner beans make me run faster and spinach makes me strong!' Children develop independence and social skills as they help with tasks such as setting the table and serving their own meals. Staff know which children have specific dietary needs and alternative, but similar, food is provided. Children actively contribute to menu planning which is drawn up following consultation with a child food nutritionist. The cook is committed to providing delicious healthy well-balanced meals and her recipes are advertised in the nursery newsletter encouraging healthy eating at home too. Children learn about lifecycles and where food comes from as they grow vegetable in the garden; water and nurture their plants, harvest their crop and eat it at lunch time.

Children behave extremely well as staff act as good role models and help children to understand how to make the right choices. Children feel they are listened to and that their opinions matter as they get to vote, using pebbles or blocks, on matters that affect them within their room. Transition procedures, through the nursery, are also very well designed. Children are supported by their key person as they move onto the next room. Staff share children's essential information, resulting in children feeling confident and all staff being aware of their unique needs. The relationship between the key person, the children and their parents are highly effective in ensuring outstanding outcomes for all children. Children leaving to attend school are also supported well through specially planned activities.

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

Leadership is inspirational as the registered provider and management team pursue excellence in all areas. Comprehensive policies and procedures are reviewed regularly to ensure they meet the safeguarding and welfare requirements of the Early Years

Foundation Stage and reflect the outstanding practice. An informative pack for parents provides them with a more user friendly version of all the relevant nursery policies and procedures. All required documentation and record keeping is well maintained and available for inspection. Confidentiality is maintained as records are stored securely and only shared with relevant parties. Managers and staff have embraced the culture of self-evaluation and their high aspirations ensure continued improvements are detailed in comprehensive development plans for each room, the outside areas and the nursery as a whole. All parents contribute to the evaluation of the nursery through the parents' forum and questionnaires.

Rigorous recruitment procedures ensure that all staff are suitable to work with children. A thorough induction programme provides excellent support, encourages teamwork and sets the very high standards. Managers consistently observe and review staff performance and appraisals ensure that training and professional development is tailored to both staff's needs and to those of the nursery, which ultimately enhances the quality of teaching and learning. Along with good team work, staff's individual skills are recognised, and as a consequence, they feel valued and are motivated.

The premises are secure and cameras are used throughout so no unauthorised person is able to gain entry. Systems ensure that no member of staff works alone with children. Robust risk assessments of the premises and outings, completion of regular fire drills and staff qualified in first aid means children's well-being is paramount. Staff respond instantly when concerns are raised by parents and or visitors. All staff demonstrate a comprehensive knowledge of the safeguarding policies and procedures. Completion of child protection training means managers and staff are up-to-date with current practices.

There is a superb partnership with parents. They feel warmly welcomed into the nursery and families are positively encouraged to be actively involved in the children's learning. They are invited to share a particular skill they may have or to bring an added cultural dimension, enhancing the learning experience for all children. For example, parents have shown children how to make Chinese dumplings discussed their role as a police officer and made puppets. Family picnics, play days for fathers and grandparents, carnival and outings enable all who want to be to become fully immersed in nursery life. Parents are extremely complimentary about the nursery and the service it provides. They comment on the 'high calibre of staff and exciting learning experiences in the nursery,' and say their children are 'given a secure foundation on which to build in the future.' Partnerships with external agencies involved in supporting children's care and education mean that children's needs are exceptionally well met.

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
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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. 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	EY419730
Local authority	Bromley

Inspection number	905102
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	129
Name of provider	Grace's Day Nursery Limited
Date of previous inspection	21/06/2011
Telephone number	0208 300 7460

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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 that are usually their 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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