

# Sypat Ltd T/A Cherish Day Nursery

THE GROVE CENTRE CHURCH, 2 Jews Walk, London, SE26 6PL

<b>Inspection date</b>	12/12/2014
Previous inspection date	17/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The quality of teaching is good. Staff provide children with a wide variety of challenging and stimulating activities. As a result, children make effective progress in their learning and development.
- An effective key-person system helps to ensure children's individual needs are identified and appropriately met.
- Good partnerships with parents are established. There are effective strategies to support children who are learning English as an additional language.
- There is an effective management structure which is driving the development plans to improve the quality of practice and enhance outcomes for all children.

### It is not yet outstanding because

- Staff do not effectively make use of snack and mealtimes to maximise all learning opportunities for 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed all areas of the nursery the children use, including outside.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the nursery rooms.
- The inspector carried out an interview with the manager and looked at the organisational arrangements and documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Marvet Gayle

## Full report

### Information about the setting

Sypat Ltd T/A Cherish Day Nursery registered in 2014. It operates from a converted building within the Grove Centre Church in Sydenham, in the London Borough of Lewisham. There is a pre-school room on the ground floor and baby unit on the first floor which is accessed by stairs. There is an enclosed outdoor play area and another shared garden. The nursery is open each weekday from 8am until 6pm, for 51 weeks a year. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are seven staff who work at the nursery including the manager, all of whom hold appropriate early years qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four. The nursery supports children who learn English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance children's learning through building on and maximising learning opportunities which arise during snack and mealtimes.

### Inspection judgements

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

The quality of teaching is good because staff have a secure knowledge and understanding of the Early Years Foundation Stage. They effectively promote children's learning and development through a good balance of adult-led and child-initiated activities. Staff provide children with a wide variety of challenging and stimulating experiences across all seven areas of learning. For example, younger children enjoy exploring and investigating a selection of building blocks. The toddlers and pre-school children engage in play dough, sand and water. The children show high levels of concentration and develop their critical thinking skills as staff ask carefully worded questions.

Staff have high expectations of all children as they complete regular observations and assessments to recognise their achievements and identify their next steps in learning. In addition to these, photographs and examples of children's work are beautifully displayed around the nursery. This celebrates children's creativity, achievement and progress. Effective systems track children's ongoing progress, which ensures that gaps in their learning are identified quickly. This helps children, who are at risk of falling below their expected levels of development, to receive appropriate support and intervention. As a result, all children make effective progress in their learning and development from their starting points.

Children are cared for in age-appropriate groups, which ensures that they are content in their environment and are self-assured to try new experiences. They have access to a good range of high-quality resources, which are easily accessible and readily available to them. Consequently, children are active learners and develop their problem solving skills as they participate in purposeful play. Younger children develop their curiosity and interest as they are provided with a good selection of natural and sensory materials. Staff successfully support children's communication and language development as they interact well with them, engage in constant discussion, model language and ask questions. Children are becoming confident communicators as staff listen, allow enough time for them to respond and express their own ideas. Staff have developed ways to ensure children are fully involved in all activities, for example, using key words displayed in the child's home language. In addition, there is a range of signs, pictures and numbers within children's play areas and labels on resources to help all children. Staff invite parents to come in and share books in their home language so all children are involved and learn about each other's language. Children have access to everyday technology as they confidently use the computer to listen to stories. This also develops their fine motor skills and coordination.

Staff effectively promote children's knowledge and understanding of the world as they explore different environments and learn about changes and seasons. For example, children go out for walks to the local parks where they observe what is taking place in the community and around them. There are good opportunities for children to develop their physical skills through challenging activities outside. For example, they regularly access climbing and balancing equipment in the park. Therefore, children are effectively developing the skills required for the next stage in their learning at school.

The staff carries out the progress check for children between the ages of two and three years and share this information with parents. Staff provide verbal and written feedback to parents on a daily basis to ensure they are well informed about their children's achievements. Staff effectively engage parents and encourage them to be involved in their children's development. This supports children's future learning as they benefit from a consistent and collaborative approach to their care and education. Therefore, children's individual needs are fully met and parents feel valued and respected by staff. Staff have established strong links with local primary schools as they share relevant information about children. This helps children to move onto school confidently.

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

An effective key-person system has been developed, which helps to identify and meets children's individual needs. Staff help children to form secure attachments and develop positive relationships with each other and adults. This effectively promotes children's emotional well-being as they are clearly happy and settled. Staff create a warm, bright and welcoming environment, which supports children's all-round development. There are displays of children's work and photographs around the nursery, to promote their sense of self and belonging. As a result, children are comfortable and confident within their

surroundings as they are well supported in their personal, social and emotional development. However, staff do not consistently use snack and meal times to fully enhance children's social skills and maximise their learning. For example, staff do not encourage the children to prepare their own snacks to support their physical skills. Furthermore, staff do not maximise the learning opportunities, such as encouraging children to count out bowls to keep their interest as they wait for their food.

Staff are caring and show sensitivity as they respond to the individual needs of children. Good settling-in procedures help children to feel safe and secure as they become familiar with the staff and environment. This is further promoted as children are supported well with their move between the nursery rooms and in the preparation for the next stage in their learning at school. Staff ensure they are emotionally prepared for the next stage in their learning, which helps children to develop confidence in their abilities. Parents spoken to at the time of inspection, comment that they feel very informed and included in nursery life as staff are friendly and approachable.

Staff encourage children to be independent as they access their own resources, initiate their own play and help with appropriate tasks, such as helping to tidy up. Children confidently manage their own personal needs and staff offer support and guidance to younger children when required. Children know to wash their hands before eating, which helps them to develop an understanding of good hygiene practices, forming healthy habits for the future. Children are starting to develop their own awareness of health and well-being as they learn about dental hygiene and recognise the importance of brushing their teeth. There is a good variety of balanced, nutritious meals and snacks, which helps to provide children with a healthy diet. Drinking water is accessible to the children at all times, which they help themselves to when thirsty. Staff provide daily opportunities for children to participate in outdoor play and exercise to ensure they are active. This effectively develops children's physical skills and enables them to take appropriate risks. Consequently, children are learning the importance of leading healthy lifestyles to promote their good health and well-being.

Children's behaviour is good as staff act as positive role models. They use a calm and consistent approach to reinforce appropriate behaviour and provide children with clear explanations. Therefore, children respond well as they understand the boundaries and expectations within the nursery. Staff promote the use of good manners and remind children to share and take turns during their play. Children are provided with regular praise and encouragement, which enhances their self-esteem and ensures that they feel appreciated. Staff talk about the importance of safety throughout children's activities and daily routines to ensure they start to develop their own understanding of how to keep themselves safe. For example, children effectively negotiate space as they play with the garage and transport, ensuring they do not bump into each other and hurt themselves.

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

There is now an effective leadership and management structure in place, which is understood by all staff and is headed by a provider whose suitability has been assessed and checked. The provider has a clear understanding of their role and responsibilities, which has enabled them to have addressed all the actions from the last inspection. Staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They attend relevant training and know the procedures to follow if they have any safeguarding concerns about children in their care. A detailed range of written policies and procedures are implemented to promote children's welfare. This is further promoted, as written risk assessments and daily safety checks are completed to ensure all possible hazards indoors, outside and prior to outings are identified and appropriate steps taken to minimise possible hazards to children. Staff are deployed well within the nursery, therefore, children are effectively supervised to maintain their well-being. There are good systems for recruitment, induction and vetting procedures to help ensure that staff are suitable and have the required experience in order to carry out their roles and responsibilities effectively.

A dedicated and enthusiastic management team leads the nursery as they strive to provide high quality care and education for the children. The key-person system is now working effectively to provide consistent and tailored care to all children. This helps to promote children's personal, social and emotional development. Staff are appropriately qualified and some are undertaking further study to achieve higher qualifications. This helps staff to develop their understanding of how children learn and develop and how to provide meaningful activities to help children make good progress. There are effective systems to monitor and evaluate the educational programmes. This allows the manager to track children's progress and identify any gaps in children's learning and development. Staff complete tracking documents, so children with identified gaps in their learning are supported well, which ensures that their individual needs are met. Consequently, children are making good progress and are ready for the next stage in their learning.

Performance management systems are effective as staff have regular supervisions and appraisals to support their professional development. The management team actively encourage staff to enhance their skills, knowledge and understanding by attending regular training courses. For example, staff have completed a programme of training to enable them to enhance children's communication development and early language skills. Staff have implemented new ways to help children who learn English as an additional language and those with special educational needs and/or disabilities. Visual timetables help children to learn the routines of their rooms and what happens next. Parents are encouraged share key words in their home languages to help children settle. There are resources, such as dual language books to help children feel valued and included. Therefore, children with English as an additional language and those with special educational needs and/or disabilities are able to make consistent progress in relation to their starting points.

The management team and staff share a clear vision for the nursery as they strive for continuous improvement. Self-evaluation is effective and detailed development plans are completed to improve the quality of their practice and enhance future opportunities for children.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY472011
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	984537
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Sypat Ltd
<b>Date of previous inspection</b>	17/07/2014
<b>Telephone number</b>	07815799662

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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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