

# The Villa

54 Lyndhurst Grove, London, SE15 5AH

## Inspection date

29/04/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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

- There is inspirational leadership by the manager who has built a professional team of staff who constantly strive to improve teaching and children's achievement.
- The high quality of the premises and wide range of resources provides a safe and attractive environment for children to maximise their learning potential.
- Children are well motivated and eager to join in the rich and imaginative experiences provided for them.
- The nursery provides an exceptionally warm, caring and safe atmosphere that results in children forming close and trusting relationships with adults. The children are confident, well behaved and learn to respect others.
- Children achieve extremely well and make rapid gains in all aspects of their development. Information about children's skills and understanding are used particularly well to make sure that every individual's learning needs are met.

## 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 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 talked to several staff and parents to seek their views.
- The inspector held discussions with the manager.
- The inspector observed some activities both inside and outside, including making a joint observation with a practitioner.
- The inspector looked at a sample of children's records, assessments and curriculum plans.
- The inspector examined a wide range of documentation including safety policies and risk assessments.

## Inspector

Karen Callaghan

## Full Report

### Information about the setting

The Villa registered in 2005 and is privately run. The nursery operates from a large Victorian house and children have access to several rooms, a hall and small library. There are two enclosed garden areas for outdoor play. The nursery is open each weekday from 8am to 6pm and the after school club is open from 3.30pm to 6pm during school term times only. The Villa is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 188 children, aged from two years to four years on roll. This includes 135 children aged three and four years who are in receipt funding for nursery education. Children attend for a variety of sessions. There are 40 members of staff working with the nursery children with qualifications ranging from Qualified Teacher Status (QTS), degrees in Early Years National Vocational Qualification (NVQ) at level 3 and Early Years Professional Status (EYP). The nursery receives support from the local Early Years Development and Childcare Partnership at Southwark.

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

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

- further extend children's learning opportunities, for example by providing cameras to enable them to photograph and make a record of things that interest them.

### Inspection judgements

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

Children show great enthusiasm for learning and are keen to talk to each other as well as adults about what they are doing. Their language skills are particularly well developed and are enhanced by staff who have high expectations for the children. They skilfully extend the children's language by careful questioning. For example, they ask why a character is feeling sad in a story when reading to a group of younger children. Older children enhance their language skills by having lessons in both French and Spanish once a week. All staff support children with English as an additional language extremely well. The use of sign language, individual support, and staff who can speak to the children in their first language enhances their learning. Consequently, children feel included and valued.

Rooms used by the children are highly attractive and well organised with a wide and stimulating range of good quality resources. Staff provide magnets and a range of metal and plastic objects for the children to discover what attracts and repels. A group of four year olds are fascinated by the patterns made in the iron filings. Younger children dig in the sand tray outside and move the sand manipulating toy cranes carefully discovering how things work. Children have fun singing songs and playing games such as 'What's the time Mrs Wolf? '. They count out their footsteps as they approach the 'wolf', then run away before they are caught. Through these varied play experiences children learn rapidly about the world around them. Children are highly independent and make choices in their play. Currently, they do not have access to cameras to enable them to take photographs and make a record of things that interest them, to further enhance their learning opportunities.

Children develop excellent physical skills and high levels of confidence as they climb and jump on the challenging climbing frame outside. They use their imagination by scaring each other playing 'monsters' across the bridge section under the tree. The environment is safe as well as stimulating with large soft mats for the children to land on. Here, children can take considered risks to learn about their own safety and that of others. Children extend their learning outside by riding on bicycles and tricycles and by practising their catching and throwing skills with their friends.

Children's early writing skills are promoted very well and evidence of this is displayed around the nursery. The youngest children are encouraged to make their own little books and tell staff their story, which is written underneath for them to read. Older children learn the sounds of letters each week. They are encouraged to bring in objects starting with a particular sound, to add to a class display to consolidate their learning. Older children enthusiastically make their own sound books and many can write the letters correctly and attempt to write their own imaginative story confidently knowing that staff will support them. Staff enable children to make significant progress in their learning. Children learn to count, write numbers and sort toys using size, shape and colour. For example, a group of three- and four-year-olds competently sort and count out dolphins and sharks finding the correct number to add to the set. These relevant and meaningful learning activities help prepare children for their eventual move to school.

High quality planning ensures that all areas of learning are securely embedded in children's play, provides a broad range of stimulating activities for all children to engage in. Assessment of children's progress is precise and sharply focussed. This is used to support every child and ensure they make the best possible progress, given their starting points. Staff take every opportunity to join in with the child's play in order to extend their vocabulary and provide further motivating activities.

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

All staff are highly skilled in forming close and supportive bonds with their key children.

This encourages the children to become confident learners; they play musical instruments and sing songs to perform in front of their class. Children have a strong sense of security while they thoroughly enjoy their time at the nursery. Staff have strong relationships with parents and obtain comprehensive information about their child's likes and dislikes and learn about their routines. They take time throughout the day to listen to the children individually so they feel special and valued. All children show a strong sense of belonging in the nursery.

The children increasingly show high levels of self-control during activities; they are friendly and outgoing and show confidence in social situations. Children learn to negotiate and co-operate very well with their friends. They play well together and display high levels of independence while following their own interests. Behaviour is excellent and the children enjoy helping the staff, for example by clearing away the dinner plates.

Staff encourage children to understand and develop healthy lifestyles as they help themselves to water and fruit during the day. Their self-care is excellent, as they know they must wash their hands after using the toilet and before touching food. There are excellent opportunities to focus on physical development, both outside and using the equipment in the hall where all children have yoga and dance lessons.

Staff provide children with many interesting opportunities to visit the local community. They visit the local multicultural shops to buy cooking ingredients and fruit and vegetables as well as taking trips to the local parks and library. These experiences help the children to develop confidence and independence away from the nursery. Many interesting visitors, such as authors and musicians, talk to and engage with the children to enrich their learning. Personnel from the local fire service bring their fire engines and give the children an exciting day learning how they keep us safe from fire. The nursery has made strong links with local schools that allows children to have a positive move to their next step in learning. Many children move on to the pre-preparatory school on the same site, which ensures continuity of care.

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

The welfare and safety of the children are paramount. There are excellent safeguarding arrangements and all key practitioners have a strong knowledge and robust understanding of safeguarding issues and know the procedures to follow. The range of relevant and up to date policies ensure that all safety issues are covered including highly effective risk assessments that aim to minimise any hazards that may occur in the activities and the environment. Recruitment and vetting procedures are rigorous and ensure that all staff are well qualified and are suitable to work with young children. The premises are well maintained and especially designed for early years; there are childproof gates at the top and bottom of every staircase and an electronic entry system. This promotes safety at all times for the children.

Leadership is inspirational and of a consistently high quality. Staff are highly committed to deliver the best possible education and care to all children. There is an outstanding overview of the educational programme, which is monitored on an on-going basis to make sure it is relevant to the needs of all. There is accurate identification of priorities in order to maintain and extend excellent opportunities taking into account the views of staff, parents and children. A comprehensive action plan with dates and who is responsible for the action, is set out clearly for all to see. The expansion of the nursery provision has allowed the manager and her senior team to be highly reflective of the provision and plan for future improvement. For example, a new library with computers is also used for small group work to extend children's learning.

There are regular staff meetings, training days, which together with the appraisals of the work of staff seek to maintain high quality provision. There is some support from early years advisors although, the nursery is increasingly able to deliver its own quality in-house training for staff. The nursery works in a network of local early years settings to continually improve provision. All staff are enthusiastic learners and several are working towards gaining the next level qualification. The nursery uses a range of professional advice from the National Health Service including advice from the hearing impairment unit and in speech and language in order to set targets for improvement for children with additional learning needs.

Parent workshops have given parents an understanding of the new two-year progress checks and how they can contribute; another has focussed on working in partnership, and how to support their child. Parents are encouraged to speak to practitioners everyday if they wish and parents speak highly of the professional advice and support they are given. Some parents share their expertise and skills with the nursery. For example, by talking to the children about Chinese New Year or Diwali. Parents help raise money for good causes by making cakes and selling them; they join in with celebrations. Newsletters once a term inform the parents of a range of activities and new developments. Reports provide parents with a clear picture of their child's progress, and how they can support them at home. Overall, this nursery provides an outstanding level of early education for young children, which is highly appreciated by all parents.

### **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
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

<b>Unique reference number</b>	EY286572
<b>Local authority</b>	Southwark
<b>Inspection number</b>	814728
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	120
<b>Number of children on roll</b>	188
<b>Name of provider</b>	Ivan Stoyanov
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	020 7703 6216

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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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