



Advantage Day Nursery

Inspection report for early years provision

Unique Reference Number	EY262274
Inspection date	21 July 2006
Inspector	Sarah Street / Cheryl Walker
Setting Address	Advantage Day Nursery, 228 Red Lion Road, Surbiton, Surrey, KT6 7QD
Telephone number	020 8391 3737
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Registered person	Advantage Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Advantage Day Nursery is run by Advantage Day Nursery Limited. It opened in 2003 and operates from a large purpose built detached premises. It is situated in Tolworth, Surrey. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

A maximum of 169 children may attend the nursery at any one time. There are currently 241 children aged from six months to under five years on roll. Of these, 65

children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 57 members of staff. Of these, 39 hold appropriate early years qualifications and six are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to learn about the importance of keeping healthy as staff regularly prompt them to wash their hands. Access to hot water, paper towels and liquid soap ensures this takes place effectively. Staff minimise the risk of cross infection as they have good hygiene practices. For example, staff wear disposable gloves when changing nappies and serving food. They ensure all adults and children do not wear shoes in the baby rooms. The written policy clearly informs parents when children who are unwell must not attend. Clear medication records are in place. However, in some of the rooms several children's medication is recorded on one sheet. This means this information is not confidential as other parents can see it.

Distress to children following an accident is minimised as many staff have current first aid training and well stocked first aid boxes are accessible. The clear recording of accidents and the sharing of these records with parents enables them to watch for any further symptoms which may develop.

Children do not become thirsty as toddlers and older children confidently help themselves to drinks of water and staff ensure they regularly offer drinks to babies. Children develop their understanding of healthy eating as they happily choose from a range of healthy snacks which include fresh and dried fruit and bread sticks. At meal times children eat a healthy and well balanced diet. They eat fresh food as the cook prepares this on the premises using fresh ingredients. Children learn that meal times are social occasions as staff sit and eat with them. Babies' food is pureed and they have fresh milk as staff prepare and store bottles hygienically.

Children have regular access to fresh air as good use is made of the outside area. Daily opportunities for outdoor play and access to an indoor soft play area enable children to make good progress in their physical development. They can run, climb, balance and manoeuvre themselves confidently around the well-equipped outdoor area. Children show good levels of control when developing their small muscle skills. For example, they hold a pencil correctly enabling them to correctly form letter shapes in their writing.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Risks of accidental injury to children are very effectively minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. For example, unknown adults cannot enter the setting unchallenged as there is an intercom system and a staff member is always on reception. Monthly risk assessments take place which demonstrate the setting's commitment to the on-going safety of the children and premises. Excellent procedures keep children safe. For example, in the garden, staff are extremely vigilant about children's exposure to sun and ensure all children have sun hats and sun cream. All children play in shade as large canopies are in place. Staff can effectively manage any emergencies as they have regular evacuation drills and clearly understand the procedures for their room. One adult has responsibility for all the registers which means the setting can quickly ensure everyone has left the building.

Children play in very clean premises. The installation of air conditioning means children play in comfortable temperatures. Children use an excellent range of high quality equipment appropriate to their age and stage of development. Children confidently select their toys from low level shelves.

Staff protect children from possible abuse. Through discussion, staff demonstrate a very good understanding of when they have concerns that a child may be at risk. Staff keep a record of existing injuries which means they can monitor children. All required policies and procedures are in place which ensures the excellent welfare of all the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children quickly settle on arrival as friendly staff warmly greet them and offer cuddles. This helps children to separate from their carer. Children and staff have very good relationships. For example, staff appropriately respond to a baby's indication that he wants a cuddle and children often choose to sit on a staff member's knee while they play. Staff regularly interact and involve themselves in the children's play, sitting on the floor to do so in the baby and toddler rooms.

Children enjoy participating in a varied range of activities which interest them and encourage their development. For example, babies enjoy the feel of shaving foam, sticking tissue paper onto their picture and exploring the many toys which are on the floor. Toddlers enjoy playing with mini beasts in jelly, searching for shells in the sand and listening to stories. Staff encourage children's learning and development through play. For example, staff help children count the frogs they are playing with in the moss. They ask the children what happens next in the story and the children confidently answer.

Staff demonstrate a clear understanding of the Birth to three framework. The written plans refer to the framework and demonstrate that staff provide a suitable range of activities which challenge the children. Staff help parents understand the framework as they give written examples of the four areas it covers. Staff use their knowledge of the children to further support their development and ensure they make progress.

Nursery Education

The quality of teaching and learning is good. Staff create a stimulating environment in which children can explore and investigate, at a pace that suits them and enables them to make progress in their learning. Rooms are well organised, clearly identifying the six areas of learning. Staff are confident in their knowledge of the foundation stage and are skilled in ensuring that themes and topic work incorporates all areas. For example, during the mini beasts theme, children write invites to the ugly bug party, encouraging their language and literacy skills, they count the legs on the mini beasts at circle time, encouraging their counting skills and play in the role play area, which has been transformed into a web. Staff know the children well and adapt activities to suit children's individual needs, providing further challenges for more able children. This motivates children to learn and enables them to make good progress.

Children are extremely settled and confident within their groups. They happily chat to adults and their peers about experiences, wants and needs. They begin to understand how to share and take turns as they wait patiently to explore the feely bag at circle time, to see which mini beast may be inside. Staff raise children's self esteem and confidence when they choose helpers each day to assist with tasks, such as holding the door open for their friends when they go out to the garden. The lunch period is busy and children have fewer opportunities to develop their independence skills during this time, for example by serving themselves or clearing their plates and cutlery away, as staff mostly do this for the children.

Children speak very confidently. They construct clear sentences and use descriptive language when they talk about some of their activities. For example, one child describes how his friend made the mud even more 'sticky, slimy and disgusting', because he added water to it. Children have good opportunities to practise their writing skills. Staff encourage them to refer to their name cards when writing their names on their work, so that they can remember the shape and formation of the letters in their name.

Children can count confidently and use numbers and counting in everyday activities. Staff provide regular opportunities for children to count, for example when they line up at the door they all count how many children are present. There are regular opportunities for simple calculations, for instance, when children help to lay the tables for lunch, they know how many more cups they need.

Children investigate using their senses. They play games that encourage them to explore objects and textures and understand the habitats that the mini beasts live in, such as moss and mud. They learn about the community and the environment through well-planned visits. For example, recent visits have included a health visitor, a doctor, the fire brigade and the mini zoo. All have provided children with information at their level. Children are able to find out how things work because staff allow them to explore safely. For example, one child takes a torch apart to see if the batteries have been correctly inserted. He turns the batteries around, but the torch still does not work, so he concludes that the batteries have failed.

Children enjoy music and respond enthusiastically during music sessions. They experiment with sound and enjoy clapping out rhythms with the new musical

instruments. Staff introduce the instruments at circle time to give children an opportunity to listen to the sounds they make. Children work together to create tunnels in the outdoor area. They negotiate where pieces will best fit to achieve their aim.

Staff find out about children's attainment when they join the pre-school room, by talking to parents, referring to previous records and liaison with previous key workers. They make regular observations and record achievements in children's profiles. All staff can observe any of the children, and there are effective key worker groups in operation. This helps the staff to plan for each child to ensure their learning and developmental needs are met.

Helping children make a positive contribution

The provision is good.

Children feel valued as staff are very aware of their individual needs. Staff give regular praise to children's new achievements. For example, staff clap and praise a baby who is taking her first few steps. The baby indicates her pleasure as she smiles at the response. Staff clearly know the children well and use this knowledge to ensure the children enjoy their time in the setting. Children develop a positive self image as there are many photos of them on display and staff carefully present the children's work. Resources and books give children positive images of the diversity of society. Children who have learning difficulties or disabilities are able to participate as staff work closely and effectively with parents and other professionals.

Children behave very well. Staff are positive role models who calmly and consistently manage any situations. For example, they effectively use distraction to resolve sharing issues. Staff closely support children who find it difficult to stay within the boundaries as they sit closely by and give clear explanations. Staff demonstrate the importance of saying please and thank you as they often do so.

Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Effective links enable consistency in care as staff and parents communicate using written and verbal methods. All rooms have their own notice board which gives information about the routine, staff qualifications and menus. Parents are aware of the activities their child takes part in as the plans are on display in the room. This enables parents to further support their child at home. Regular newsletters keep parents up to date. In the newsletters staff share information from courses they have been on. For example, a recent newsletter discusses fire prevention and the most common causes of fire in the home.

Parents are aware of all the policies and procedures as they are clearly available in a folder in the parent's area. This folder helps reassure parents. It includes all the policies Ofsted requires and many additional ones. Feedback from parents state they are very happy with the setting, children thoroughly enjoy their time and parents are impressed with the careful planning.

Parents whose children receive funding for nursery education receive detailed and

useful information about the curriculum and ways in which they can become involved with their child's learning. The consistently updated notice boards and regular, informative newsletters advise parents of the learning intentions covered during topics. Daily verbal feedback keeps parents up to date. Parents learn about their children's achievements at regular parents' evenings, where progress reports are shared. Although parents sign to acknowledge receipt of the report, there is no current system that allows them to contribute their thoughts or views to the report.

Organisation

The organisation is good.

Staff generally enhance children's care with good organisation. Staff work very well as a team and communicate effectively to meet the children's needs. The use of a consistent bank of supply staff means that during staff absence children are cared for by staff they know. A separate area of the garden enables babies and toddlers to play safely away from older and bigger children. However, in the pre-school rooms the size of the group is 29 in each room. The National standards require children to be in groups of no more than 26. The effective recruitment and induction procedures help ensure that staff working in the setting are suitable to do so. Staff keep up to date with current childcare knowledge as they regularly attend courses.

All legally required paperwork which contributes to children's health, safety and well being is in place. It is accessible, neat and stored in a confidential manner.

Leadership and management are good. Staff are led by a manager who is approachable and supportive. There are clear aims for the provision and staff are made aware of these during staff meetings. Clear communication and guidance allows staff to provide a stimulating, well-balanced programme. Good planning and observation enable staff to recognise children's next steps for learning and provide activities that enable them to achieve. This enables children to make good progress in all areas. Clear systems for review and evaluation of practice ensure that strengths and weaknesses are identified, which in turn allows for improvements to be planned.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection for care the setting was asked to amend the special needs statement. It is now clear that parents' consent will be sought before a referral is made to specialist staff.

At the last inspection for nursery education, the setting was asked to provide more able children with regular opportunities to find the total number in two groups when they are combined. These activities are incorporated into the curriculum and staff use everyday routines to achieve this. This enables children to work out simple calculations.

They were also asked to improve children's awareness of the effect of activity on

their bodies. Children have again covered this area through topic work and show a good understanding of in this area, especially during hot weather, when they recognise that they need to drink more.

Complaints since the last inspection

Since the last care inspection in May 2004 Ofsted have investigated four complaints.

Ofsted carried out two unannounced visits and asked the provider to investigate the other two complaints.

The first visit was in May 2005 to investigate a complaint which related to National Standard 6: Safety, National Standard 11: Behaviour and National Standard 12: Partnership with Parents. The complaint related to access to the building, behaviour management and confidential information being inappropriately shared. There was no evidence that the National Standards had been breached.

In June 2005, the provider was asked to investigate a complaint which related to National Standard 3: Care, Learning and Play and National Standard 12: Partnership with Parents. The complaint related to the use of baby wipes and contractual issues. No evidence was found that the National Standards had been breached.

A second unannounced visit took place in January 2006. This was to investigate a complaint which related to National Standard 1: Suitable Person, National Standard 3: Care, Learning and Play, and National Standard 11: Behaviour. The complaint related to staff's management of some children's behaviour, the use of inappropriate language and the response by the management to these issues. There was no evidence that the National Standards had been breached.

In March 2006 the provider was asked to investigate a complaint which related to National Standard 1: Suitable Person, National Standard 2: Organisation, National Standard 3: Care Learning and Play and National Standard 7: Health. The complaint related to staff's external communication during working hours, the registered persons handling of concerns, staff ratios, attention given to the children and nappy changing practices. From the information received there was no evidence to suggest that the National Standards had been breached

The provider remains qualified for registration.

The provider has made a record of the complaints in their complaint record.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the size of the group in the pre-school rooms does not exceed 26 children
- improve medication records in all the rooms ensuring parents can only see records which relate to their child.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide children with further opportunities to develop their independence at lunch times
- provide opportunities for parents to contribute their thoughts or ideas to their child's progress reports.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk