



## **Dormers Wells Nursery & Community Centre**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY270102
<b>Inspection date</b>	08 March 2006
<b>Inspector</b>	Christine Bonnett
<b>Setting Address</b>	Dormers Wells Lane, Southall, Middlesex, UB1 3HX
<b>Telephone number</b>	020 8574 6999 mob 079 0982 1360
<b>E-mail</b>	admin@dormers.schoolzone.co.uk
<b>Registered person</b>	Dormers Wells Charitable Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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?

Dormers Wells Nursery & Community Centre is a registered charity managed by a board of trustees. It opened in 2003, and operates within the grounds of Dormers Wells Infant School in Southall, in the London Borough of Ealing. A maximum of 48 children may attend the nursery at any one time, and 26 at the breakfast and after school club. The nursery is open each week day from 08:00 to 18:00 during term time. The breakfast club is open from 08:00 to 09:00 and the after school club is

open from 15:20 to 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from 7 months to under 5 years on roll at the nursery. Of these, 10 children receive funding for nursery education. Children come from the local and wider community. The nursery currently supports children with special educational needs.

The nursery and the out of school provision employs 14 staff, of whom 9, including the manager, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted as the premises are maintained to a good standard of cleanliness. Children are developing good personal hygiene routines as they wash their hands before meals and after visiting the cloakroom. They understand that "germs can make you sick". Older children also clean their teeth after lunch.

Nursery children are developing well physically, as they have regular opportunities for energetic outdoor play, as well as frequent walks to the local park and library.

Children enjoy a range of healthy and nutritious food that takes account of their individual dietary needs. The older nursery children choose their lunch each day from a selection of options. Guidance is given by staff to ensure a suitable balance is maintained. They collect their meal from the serving table, and their own cutlery from the drawer. However, because children are moving around collecting items and clearing up after themselves, a relaxed, quiet time is not created. Staff do not sit and share the time with them, and so a social occasion is not created.

Children who attend the out of school provisions also enjoy appropriate meals, and have some input into what is available for them.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's welfare is safeguarded by the staff's sound knowledge of child protection matters. They know the indicators of abuse and the procedure to follow for reporting concerns. In addition, most staff have up to date first aid skills to help children should the need arise.

Children benefit from well-maintained and clean furniture. Younger children are able to sleep and eat in comfort and safety as feeding chairs and travel cots are used. The attractively stored and appealing variety of play equipment encourages children's independence by enabling them to self-select what they wish to use. The play

equipment is also safe and clean. The children in the baby room benefit from using heuristic play resources, such as wood and natural materials, to enhance their play experiences. The nursery huts are maintained to a satisfactory standard and kept as clean and hygienic as possible for old and well-used buildings.

Children's safety is important to staff, and any potential dangers are identified and quickly reduced. Importance is given to making sure children will be safe in an emergency as the escape plan is practised regularly. However, one fire exit is partially blocked by art aprons and models placed there by the children. Security of the premises is good which also helps to protect children from possible harm. For example, staff monitor all the doors to the building to ensure a child does not leave unnoticed.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children spend their time purposefully. They engage in a good range of activities that help them to develop in all areas of learning. Staff interact warmly with the children, they laugh and have fun with them as well as giving care and kindness. Consequently, children become confident to express their individual needs and wishes.

Young babies are nurtured in a warm and comfortable environment in which they are relaxed and content. The affectionate and gentle care given by staff enables them to develop a sense of belonging and trust. Good eye contact is given to babies by staff and plenty of cuddles so that the child understands that they are valued by, and important to, their carers. The Birth to three matters framework is used effectively by staff to support children's learning in their earliest years.

Children enjoy a balance of quiet and physical activities in the after school club to suit their immediate needs after a school day. For example, they are able to choose art and craft activities, board games or outdoor play.

### **Nursery Education**

The quality of the teaching and learning is good. Staff have a good understanding of the foundation stage, and how children learn. Good planning ensures that they benefit from a varied and stimulating range of play opportunities. Children's individual progress is observed, and information gained is used to plan the next stage of their development. Consequently, an environment is created in which children want to learn.

Children's vocabulary is well developed and extended as staff ask questions to make them think and respond appropriately, such as "Why do you think it will rain today?" Children also listen to stories with enthusiasm, and select books independently for pleasure. They turn the pages correctly, and run their fingers along the print. This shows that they understand that text carries meaning. However, there are few opportunities for children to practise and develop their pre-writing skills.

Children enjoy building up their physical skills in the well equipped outdoor play area. They show good spatial awareness as they cycle along, avoiding obstacles. Suitable climbing apparatus is also available to challenge the older and more able children. The availability of a computer and programmable toys ensures that children become familiar with communication technology.

### **Helping children make a positive contribution**

The provision is good.

Older children show high levels of confidence and self-esteem as they are valued and respected as individuals. Younger children are also gaining self-confidence and trust through forming close relationships with each other. The praise and positive reinforcement given to all the children enables them to develop a sense of belonging and well-being. Children are learning to be kind and respectful towards each other because the staff are appropriate role models and set good examples. They have access to a good range of resources that enable them to develop a positive view of diversity within society and an understanding of others. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's behaviour is very good because they are fully engaged in meaningful activities. They understand what is expected of them, and are clear about what is right and wrong. Children are learning to take responsibility for their actions, such as clearing away their plates at meal times. Age-appropriate and positive strategies are used to manage any difficulties that may arise.

Children with special needs are fully included at the nursery. The Special Educational Needs Coordinator (SENCO) has attended appropriate training to support children effectively. Children's individual needs are met, and staff spend time on a one-to-one basis with them to develop their skills.

Children benefit from effective working partnerships with parents. The friendly interaction between staff and parents contributes to their well-being. Parents receive daily feedback sheets that detail what their child has eaten, any other relevant information, such as sleeps and nappy changes, if appropriate. They can also discuss their child's progress with staff at any time. A wealth of information about the nursery and the service it provides is available for parents in a brochure. Parents whose children attend the out of school provision also receive a brochure about the service. The partnership with parents of children who receive nursery education is also good. The foundation stage curriculum is displayed for them to see, and how the nursery plans to implement it.

### **Organisation**

The organisation is good.

Children profit from a staff team that works well together to deliver a stimulating and fun experience for them. Their welfare is also safeguarded as appropriate policies and procedures are implemented effectively by staff which successfully promote

positive outcomes for children. In addition, the well-being of children is promoted because the nursery maintains all required documentation.

The leadership and management of the setting are good. The manager is committed to the promotion of good quality childcare and encourages staff to increase their skills through further training. Good support is given to staff, both informally on a daily basis and formally through staff appraisals and meetings. They have a clear understanding of their role and responsibilities, and their deployment around the nursery is good. They ensure that all children are happily engaged in purposeful activities. The manager and staff value the input from advisory teachers to support their delivery of the foundation stage. As a result, the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Since the last inspection, the supervisor of the breakfast and after school club has started training for a National Vocational Qualification (NVQ) Level 3, to enhance her existing skills. Other staff are also working towards attaining appropriate qualifications to further promote the quality of care provided.

A requirement of the previous inspection was to ensure that children's full names are recorded in the attendance register, medication book and accident book. Surnames are now recorded to ensure accurate and up-to-date information is maintained.

### **Complaints since the last inspection**

There are no complaints to report

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.

## **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 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):

- organise meals times to ensure a social occasion is created for children
- ensure fire exits are kept clear at all times

### **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):

- increase children's opportunities to develop pre-writing skills.

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](http://www.ofsted.gov.uk)