



## **Noel Park Day Care Centre**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY303155
<b>Inspection date</b>	27 March 2006
<b>Inspector</b>	Gabrielle Pollock

<b>Setting Address</b>	Maurice Avenue, Noel Park, London, N22
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**Telephone number**

**E-mail**

<b>Registered person</b>	New Age Childcare Services Ltd
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Noel Park Day Care Centre is owned by New Age Childcare Services Ltd. It registered in 2005 and operates from the ground floor of a community centre with access to two play rooms, kitchen and toilet areas for staff and children. There is a fully enclosed garden available for outdoor play.

The nursery opens 5 days a week, 48 weeks of the year from 08:00 to 18:00.

There are currently 30 children aged from 0 to under 5 years on roll, including 12 funded 3-year-olds and 3 funded 4-year-olds . The setting currently supports children for whom English is an additional language.

There are 7 full time staff and 3 part time staff, including the manager, who work with the children, 6 of whom hold early years qualifications. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a clean, child centred environment. They follow good personal hygiene routines, which helps to prevent the spread of infection. Some of the older children independently wash their hands before eating or after doing a sticking activity.

Children's health is promoted as staff have relevant first aid training and have an understanding of procedures to follow should a child become ill in their care. Details of their individual health needs are readily available in the event of an emergency.

Children benefit from healthy snacks and meals that comply with their dietary requirements. They help themselves to fruit and water which has been set out for them. A healthy eating project, where children were able to taste and discuss different fruits and vegetables further enhances their understanding of healthy choices.

Children enjoy a range of play opportunities and experiences that promote their physical well being and development. They ride bikes, climb on and crawl through play equipment skilfully and take part in music and dance sessions. Children use tools/kitchen equipment such as rolling pins with the play dough or buckets and spades in the sand to further develop fine physical skills. All children are able to be active or have quiet times according to their needs.

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

The provision is satisfactory.

Children learn to take responsibility for keeping themselves safe and learn about potential dangers as staff explain safe practices to children. Implementation of informal risk assessments and removal of most hazards, further ensures children's safety. However some electrical sockets were accessible to children and there were no safety mats around outside play equipment. This compromises children's safety.

Children move generally safely and confidently around their environment, making their own choices about their play. Space is appropriately organised to allow children opportunities to be active, engage in physical activities, table top and floor activities. They relax and share books in a comfortable book area with soft cushions.

Children access a good range of play equipment and resources, much of which is presented at low level in labelled boxes. The learning environment is stimulating and welcoming to both children and adults, which enhances children's learning and increases opportunities for them to be independent and develop self-esteem, for example as they notice their creative work displayed.

Staff have a satisfactory understanding of child protection issues and are aware of procedures to follow should they be concerned about a child in their care.

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

The provision is satisfactory.

Children enjoy their time at the setting. They arrive happy and confident and quickly settle, making their own choices about their play. Children who are settling have their needs addressed appropriately and if they are very upset procedures are put in place to further ease the transition, through increased parental involvement. Consistent daily routines help children become familiar with their surroundings and structure of the day. Children are generally interested in activities and involved in their learning. Children are progressing because staff use their understanding of children's development, to provide satisfactory quality care and learning experiences. Staff know children fairly well and talk to them about their family and what they have been doing at home. This interaction, and the implementation of a key worker system, helps to secure relationships between children and staff. Children play independently and with their peers, as well as enjoying opportunities to work more directly with staff through activities, such as sticking and play dough.

Children enjoy opportunities to express imagination through role-play or when free painting on the easel and experience a range of media and materials encouraging them to explore, for example through treasure baskets or heuristic play. Staff on the whole recognise the value of play in a child's development and introduce a range of experiences, enabling all children to learn through play. However at some periods during the day the younger children become bored and restless as they are given little guidance from staff to enable them to develop their play. Activities are not planned for the individual needs of children and staff lack understanding of sufficient support to guide children in all areas of their play and development.

### **Nursery education**

The quality of teaching and learning is satisfactory. Children make progress because staff have an understanding of how children learn and know the children in their care fairly well. Staff sporadically observe the children and plot their progress on profiles that cover the six areas of learning. However, the individual observations and assessments do not inform planning. The activity sheets are not fully evaluated and the next steps for children's individual learning are not incorporated. This impacts on children's progress and opportunities of challenges.

Children count confidently and understand one to one correspondence. However, there is little opportunity for children to undertake activities which encourage subtraction and addition and to extend their mathematical thinking and problem

solving.

Children talk freely about their home and what activity they are doing. Children interact with each other; they negotiate and take turns. They sit together well at story-time and enjoy asking questions. Children independently use a range of tools and materials, which they use to represent their own ideas. However there is little opportunity for children to practice mark making or writing skills in everyday situations.

The nursery routine provides children with opportunities to engage in physical activities and explore creativity, using a range of media such as sand, glue and paint. They learn about themselves and the wider community through discussion and topic work such as Christmas or Eid. Children are learning about the world around them and different species of animals through outside professionals coming in, to show children different reptiles or the dentist coming to talk about how to keep their teeth healthy.

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

The provision is satisfactory.

Children have good levels of confidence and value themselves and one another. Children are learning about diversity through positive play materials that are provided. They show respect and care for their peers, for example by getting chairs for them to sit on when playing together on the computer. Children with special needs are welcomed. A positive inclusive environment is encouraged and staff adapt activities to ensure that children can play alongside their peers.

Children behave generally well as staff are positive role models. They learn to negotiate, take turns and share play materials. Children's spiritual, moral, social and cultural development is fostered.

The individual needs of children who attend are met, as staff exchange information with parents of children's activities and care, through daily discussions and scrap books of children's art work. Partnerships with parents are friendly and they are welcomed into the group during settling in. This contributes to consistencies in the children's care. Parents expressed how happy they are with the service provided. The partnership with parents of children who receive nursery education is satisfactory. Children's progress is satisfactorily monitored by staff, however, parents are not involved in their children's assessments or receive information about their next steps for development, which affects opportunities for them to fully contribute to their child's learning.

### **Organisation**

The organisation is satisfactory.

The registered person uses appropriate recruitment procedures, which ensure that staff are appropriately qualified and vetted. Staff are willing to learn and gain more

experience. Staff attend training to update their knowledge and understanding of good childcare practices and are aware of improvements they need to make.

Most records are in place and confidentially maintained. Although there is a complaints record system in place, it is not in line with the national standards.

Leadership and management is satisfactory. Management use staff meetings and general discussions to monitor the curriculum and the impact on children's progress. They work closely with a teacher from the local authority and management are currently aware of the areas that need improvement.

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

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

Not applicable.

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

There have been no complaints made to Ofsted since registration.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **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):

- assess the risks to children in relation to play equipment in the garden and exposed electrical sockets and take action to minimise these
- develop a suitable range of activities for the younger children that meets their individual needs by using an approach in line with Birth to three matters

- keep a record of complaints relating to the national standards and any action taken

### **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 staff knowledge and understanding of the Curriculum guidance for the foundation stage to ensure that all areas of learning are included in planning and that children's next steps of learning are incorporated
- increase opportunities for children to practice mark making in everyday situations
- improve opportunities to build on children's knowledge to compare and use numbers to solve problems
- improve opportunities for parents to share what they know about their child, make contributions to their assessment records and be informed about the next steps in their learning

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