



## Surbiton Children's Centre Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313707
<b>Inspection date</b>	08 September 2006
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<b>Registered person</b>	Royal Borough of Kingston Upon Thames
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Surbiton Children's Centre Nursery was registered in 2006. It operates from two sites which comprise of Surbiton Hill Nursery School and Alpha Road Children's Resource Centre. The extended day care provision operates from Surbiton Hill Nursery School, which is the only maintained nursery school within the borough. Extended day care takes place in a family room which has direct access to a secure outdoor play area. The playscheme, has the use of the three nursery classrooms, two of which open up into one, and the large outdoor learning environment which is directly accessed from the classrooms.

The extended day service operates for 49 weeks per year, which is broken down to: 08:00-09:00 (includes breakfast); 11:30-12:30 (lunch); 15:00-18:00 (tea) during term time for children who are on roll for nursery education. A holiday playscheme replaces the sessional provision to provide fluid care throughout the summer, Easter and half term holidays. Opening times are from 08:00-18:00 Monday to Friday for children on roll, but local children may attend between 10:00-13:00.

There are currently 13 children on roll. Six of these children attend full days at any one time. The remainder use either the breakfast club facility or stay for lunch. However, another 14 are due to start in the next two weeks. Ratio's of one adult to eight children are maintained. Children are cared for by one of three qualified NNEB staff (National Nursery Examination Board) and one classroom assistant, or by two NNEB staff. The nursery provide placement experience for NNEB students from NESCOL, and work experience students from local high schools.

The school offers high levels of provision for children with learning and/or physical disabilities. There are 10 designated places for children with significant social or communication difficulties (usually associated with autism) for which they have a specialist unit. Children who speak English as an additional language are either on roll currently or due to start during this term.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Overall, staff ensure high levels of hygiene practice, which minimises the risk of cross infection. For example, children who have a daily sleep are provided with their own separate linen, which is kept in a colour coded draw-string bag. The outdoor sand pit is kept covered to prevent unwanted animal visitors when the nursery is closed. There are good facilities available to change children in the bathroom; there is a collapsible changing table and mat which is sprayed down with anti-bacterial spray after use and staff wear disposable gloves. The children understand why they must wash their hands properly after using the toilet and before meals, and do so. However, the liquid soap dispenser is not currently used and bar soap can become grubby, which raises the risk of germs spreading.

Meticulous attention is given to meeting children's health and emotional needs. The arrangements for children to sleep are particularly well thought through. Children are able to sleep on good quality beds, and they each have a teddy bear to cuddle which is personalised by a coloured ribbon. After the second session of nursery education, the children can relax in the comfort of the family room where there are comfortable sofa's similar to what they might have in a home environment. Staff are first aid trained, which means that they are equipped to treat minor injuries, such as grazes, and are able to respond to some emergency situations. Named staff receive specialist training so that invasive medication can be administered appropriately. There are good systems in place to record accidents, and parents wishes in relation to medical intervention are clearly detailed in writing. Prior to placement, children are visited by the staff who will be looking after them in between the nursery education sessions and the allocated key teacher in their own home. Pictorial explanations of 'what it will be like' are shared with the children, and staff are able to get to know their personalities and understand their routine care needs. Staff use this information to ensure they are fully prepared to meet the children's needs on their first day.

Children's fondness for good health and nutrition is fostered by their involvement in growing vegetables in the outdoor learning environment, which they then help to prepare for their tea. For example, watercress and tomato sandwiches. Lunch is provided by an external caterer. Fresh meat, vegetables, and fruit are included. Special dietary requirements are well catered for.

Children help themselves to drinking water whenever they need to and fruit is provided daily. Children thoroughly enjoy the lunchtime routine where they are seated to a well prepared table with staff who encourage their social and independent skills by eating with them.

The outstanding outdoor learning environment encourages children to use their gross motor skills and take part in physically active games and challenges. For example, as they balance along a rope bridge, or scramble up 'climbing walls'. They practice and develop their coordination as they manoeuvre and pedal bikes.

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

The provision is good.

The premises is exceptionally warm and welcoming to both children and their families. The outdoor learning and play environment provides outstanding facilities for children. They can relax in shaded areas, explore nature and walk around attractive flowered routes. There is a parents room, a very comfortable family room which is well equipped with domestic furniture, such as a sofa, television, and table cloths. This environment compares very favourably to what children are likely to have at home and provides a very good balance to the highly stimulating learning environment of the nursery classrooms. The centre is equipped with a superb range of play and learning resources that are maintained in excellent condition. The kitchen however, is integral to the family room which was recently built on to it. This means that there are no windows, which results in a significant impact on staff during exceptionally warm weather. The door therefore, needs to stay open when it is in use which means that staff have to be particularly vigilant in ensuring that children do not enter the kitchen. Staff do ensure this though, and the children are clear about the rules for 'not crossing the line'.

Operational procedures, in relation to promoting children's welfare and ensuring their safety, are mostly exceptionally well implemented by the staff team. Before children arrive, staff conduct a risk assessment of the premises which ensures that children can play safely, particularly outside in case the area has been visited by uninvited persons or animals. The children know what to do in the event of a fire because the drill is practised at least once per term. Electrical and fire appliances are checked yearly, which confirms their working effectiveness. Responsibility for the monitoring of accidents is designated to a named person, so that areas for improvement can be clearly identified and appropriate action taken. The children are regularly taken on outings, both locally and further a-field. They wear badges with the name and telephone number of the centre displayed. In the event of a child becoming lost or misplaced, but found by a responsible adult, it is more likely that they would be reunited quickly. There are robust written procedures in place, that staff are securely aware of, which clarify the steps to take if children remain missing after a thorough search. The premises is secured with good quality, gated perimeter fencing, and visitors are unable to access to the main building without signing in at reception during school hours. Parents who arrive to collect children either before or after nursery sessions use the electronic entry system whereby their identity is clarified through an intercom system. As a result, children are protected from stranger access and the associated risks.

Staff attend regular child protection training, which ensures that they are familiar with their responsibilities to safeguard children in accordance with local procedures. However, although

staff comprehensively record any existing injuries which are significant, or that raise their concerns, not all injuries are. It is therefore possible for concerns to be missed.

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

The provision is good.

During the extended day children have the opportunity to engage in more leisure orientated activities, both inside and outside. They are able to play with a different selection of toys, for example the popular 'Bob the builder' or 'Barbie dolls, which are the sort of toys children often play with in the home environment. In addition they take part in gardening activities, arts and crafts, building with construction, are able to use the computer or watch television. The atmosphere is relaxed and calm and staff take the time to join in animated play and engage them in interesting and worthwhile conversations. Lunchtime is a particularly well organised and beneficial time for the children to engage in social interaction because staff sit and eat with the children. Levels of independence is high; they help to lay the table, pour their own drinks, and clear away their own plates and cutlery. However, the children generally only play with toys that are selected by the staff. Some resources are accessibly stored, but they do not seem to realise the opportunities for self selection. Other resources, such as board games and puzzles are stored in closed cupboards, which means they have to ask, and not enough emphasis is given to promoting this. Nevertheless, staff are aware of this area for development and are working hard to create an environment more similar to that in a home. Children benefit from the consistent approach of staff who have been with the children during their education session. Learning is consolidated, in an understated way.

The extended day care provision continues throughout the school holidays, but the activity planning for the playscheme follows a theme, for example, 'Disney' and 'Pirates'. A wide range of daily activities are planned to provide fun recreational opportunities, such as visits to the farm, fancy dress, bouncy castle, and making pirate and cowboy hats. The playscheme operates from the whole premises and includes the two classrooms which open up into one. Children have full use of all the exceptionally good quality play resources, such as free access to sand, water, and other malleable resources.

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

The provision is good.

The staff are highly experienced in ensuring that, regardless of any differences, learning and/or physical disability, children are enabled to fully access the services and provision. This is often achieved by allocating a member of staff to support a child throughout the day. Staff attend specialist training and they work closely with health support agencies, many of whom are based within the centre, to meet the children's needs in full. Children are introduced to diversity through varied play and activity experiences and good quality anti-discriminatory resources. For example, children's skin colours were well reflected in their self portraits which are displayed on an attractive mural. They regularly help the lady gardener tend the grounds and vegetable plot, and books, puzzles, dolls and dressing up all represent positive images of disability and ethnicity. The organisation of the environment, and strategies used by staff positively encourages the children's sense of belonging. The practise of encouraging the children to select the

photographs to be used for the parent consultations is a particularly well thought through initiative to encourage their contributions to nursery life.

Children understand the expectations for behaviour and respond well because staff are consistent in their approach. The children are polite and the good role modelling by staff encourages their use of common courtesies. There is a written behaviour management policy which details effective strategies to address bullying issues.

The staff maintain a friendly and professional approach with parents. Information is shared at the end of the day so that they know what to expect of their child and can respond appropriately to meet their routine needs in the evening. However, children's development within the extended day care provision relies heavily on verbal feedback. Whereas parents receive a written report about the educational progress, the same is not provided for care. Parents receive very good written information to explain the daily operational plan and the ethos of the provision, but certain aspects of regulation, such as how to make a complaint and the processes which follow, are not clearly explained. Nevertheless, comprehensive written agreements with parents ensure that their wishes are understood and respected, and there is a very proactive approach towards encouraging parental contribution. Staff make concerted efforts to enable working parents to take part in children's care and learning. For instance, parents who work locally were able to attend the summer picnic during their lunch breaks. Parental views are actively sought through questionnaires, and the skills and experience of parents and carers are positively welcomed.

## **Organisation**

The organisation is good.

Robust staff selection and recruitment procedures ensure that children are cared for by suitable adults; criminal records bureau checks are completed, references sought, and steps are taken to determine that staff are mentally and physically fit to work with children. Staff are well supported to develop their skills and knowledge in relation to nursery education and some aspects of child care. The appraisal system is used effectively to identify strengths and areas for further development. The deployment of staff is very well organised to great benefit of the children. For example, a domestic assistant is employed to prepare, serve and clear the lunch, which means that staff can sit and eat with the children. High adult to child ratio's are consistently maintained and the staffing arrangements allow for one to one ratio's for some children.

All records, policies and procedures that are required for the efficient and safe management of the provision are in place. They are used well to promote the welfare and care and learning of children, although some need developing further. Management and staff have worked particularly hard to devise policies and procedures to reflect the integrated service.

Leadership is strong and proactive. The head teacher and deputy demonstrate a united approach and clear vision for the future, which is well supported by a comprehensive action plan for improvement. Their open and honest contribution to the inspection process, through discussion and the submission of a very detailed self evaluation report is inspiring. As a result, the provision meets the needs of the range of children for whom it provides.

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

Not applicable.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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**

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.

### **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):

- further develop the partnership with parents and carers: consider ways to ensure that information relating to children's care routines and leisure activities is shared; and make sure that parents understand the full regulatory responsibilities of the provider and regulator, in relation to the procedure for making a complaint.
- improve the systems for monitoring and recording any existing injuries to children

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