



## Coombe Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY250495
<b>Inspection date</b>	20 September 2006
<b>Inspector</b>	Patricia Jane Daniels
<b>Setting Address</b>	Courtney House, Station Approach, Norbiton Avenue, Kingston upon Thames, Surrey, KT1 3QT
<b>Telephone number</b>	0208 549 5343
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<b>Registered person</b>	Zahida Khan
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Coombe Day Nursery was registered in 2002. It operates from premises that are located behind Norbiton mainline station and is within easy reach of Kingston town centre.

Children are grouped according to age; there are two baby rooms, a toddler room and a room for pre school children. A sensory room is available for children's use and there is an enclosed courtyard for outside play.

There are currently 49 children on roll. Of these, seven children aged three years of age receive funding for nursery education. The group supports children who speak English as an additional language and children with special needs and/or disabilities.

The group opens five days a week, all year round. Sessions are from 08:00 - 18:00.

A total of 13 staff work with the children. Eight have early years qualifications, the remainder are on training programmes. The nursery receives support for the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a clean environment where staff follow a range of good hygiene practices. For example, staff wipe surfaces regularly with anti bacterial spray, use gloves when changing children's nappies, clean and sterilise toys regularly. Children wash their hands before eating and after using the toilet, young children and babies have their hands wiped. Because of these measures, the risk of cross contamination and spread of infection is significantly reduced, promoting children's good health.

The majority of staff hold first aid certificates, which means they can give appropriate care to children if they have an accident. Parents' prior written consent to administer medication ensures that children receive the correct dosage, according to their needs. An appropriate policy for sick children ensures that children who are unwell do not present a source of infection for others.

The setting provides healthy and nutritious meals, which helps the children to develop healthy eating patterns from the start. Vegetarian alternatives are provided daily and food is pureed for babies. Senior staff ask the opinions of parents and other staff about the food provided and seek information about providing a balanced menu, so that children's dietary needs are met. Babies' milk is stored safely in labelled bottles at the correct temperature. All children are offered regular drinks, ensuring that they do not become thirsty.

The individual routines of young babies are respected; they sleep and eat according to their individual needs. Staff offer cuddles and support freely, which helps the babies to feel secure as their emotions develop.

All children have opportunities for outdoor play every day, so that they can enjoy the benefits of fresh air and exercise. Children over 3 move with control and coordination. They practise their skills on trikes and scoot toys in the outside area. They change direction to avoid each other and obstacles. These children are becoming skilled at using one-handed tools such as pencils, scissors, glue sticks and paintbrushes. Opportunities are given for children to play with a variety of malleable materials such as dough, sand and cornflour.

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

The provision is good.

All areas of the nursery are bright and well maintained. Displays of toys and children's artwork create a welcoming appearance. Children have access to a varied range of toys and resources appropriate for their age and stage of development.

Staff carry out regular risk assessments on the premises and equipment, to minimise hazards and ensure the safety of children. Special events have specific risk assessments, such as a recent visit from a farm. The premises are secure, and the entry system ensures that members of the public cannot gain entry. Regular fire drills are held, so that staff and children become familiar with the procedure for evacuation. Staff explain safety to children. For example, they tell children to sit carefully so that they do not slip. This helps the children to develop an awareness of their own safety.

Staff have a good understanding of their responsibilities to safeguard children, and know the procedures to take if concerned. The policy regarding child protection is shared with parents and procedures within the nursery promote the children's welfare.

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

The provision is good.

Staff have taken training in the Birth to three matters framework, and successfully use this as a tool for recording observations and planning a variety of activities. For example, individual preferences are recorded and suggestions made for activities to support these areas. Young children experience a variety of activities and staff spend their time supporting play and learning. Most staff use the opportunities presented by the children to enhance their learning and play experiences. For example, staff repeat back the children's words and put them into context, which promotes their communication skills. In the toddler room, children spend time investigating the painting activity and staff do not direct them towards a product. The opportunity to explore and be creative in this way helps children to develop as competent learners.

#### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a system for recording their observations of children's abilities. However, they do not use these to indicate or suggest the next steps in learning within the activities planned. The planning highlights the areas of learning, but sometimes this does not link with the activities presented or suggest how the activity should be presented. As a result, staff do not always use the planning to inform their teaching of the children or have clear understanding of the learning intention within the activity.

Children are curious and interested in new experiences. They are developing good relationships with adults and other children in the pre-school. They are developing an understanding of the rules within the group. For example, they are learning to share fairly. Sometimes staff do not encourage the children's independence. For example, they put the children's shoes on for them when it is time to play outside and pour their drinks for them at snack time.

Children respond to simple instructions. They are beginning to use sentences that are more complex in their speech. Some can say the initial sound of their names. They enjoy listening to stories and know that print can be used to give information. They draw and paint, and regularly use one-handed tools and equipment.

Children are beginning to use numbers as labels and for counting. They rote count and represent numbers using their fingers. They show interest in construction activities and use language to describe size and position during their play.

Children learn about themselves and the world around them through planned activities. For example, a mobile farm recently visited the nursery. Children learn about other cultures through themed activities. They design and make items using construction materials, and have regular opportunities to investigate the computer programmes.

Children use their imagination during role-play, and use objects and resources to support their play. Some draw detailed pictures to express their ideas and all children have opportunities to explore materials and textures during their play.

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

The provision is good.

All children take part in all the activities offered by the nursery. Information about their needs and preferences is sought from parents and recorded for reference, so that appropriate care is offered from the start. This helps young babies develop a sense of belonging and individuality. Staff promote respect and consideration for others, because they are positive role models for the children. Children learn about diversity and the wider world through activities and resources, although some of the pictures displayed are too high for the children to see easily.

The group has experience in working with children with special needs, and members of staff follow individually designed programmes to support them. Staff work with professional specialists to develop secure understanding of the children's needs, and how they should be met. The children are included fully in the activities and daily routine.

Children generally behave well. They are praised for their good behaviour, which helps to build their self-esteem. They respond to requests from staff, such as to help with tidying away the toys. A list of rules is displayed in the pre school room. The staff refer to these and use explanations to help children understand what is expected of them. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Relationships with parents are friendly and supportive. Parents receive information about the Foundation Stage through newsletters, and displays of the planning for delivery of the curriculum is presented on a notice board. Regular meetings between parents and staff help to ensure that information about children's progress is exchanged. Daily conversations and written activity sheets are also used to share information. New parents receive a brochure outlining the nursery's procedures and general routine; policies are available by e-mail. The nursery seeks parent's views through feedback forms, and their suggestions are included on the newsletters.

## **Organisation**

The organisation is good.

The nursery has a thorough recruitment and checking procedure, which ensure that only suitable people are employed to work with children. The majority of staff hold childcare qualifications, or are in the process of obtaining them. This ensures staff have sufficient knowledge of current childcare practices to support the care and learning of children. A comprehensive range of policies and procedures is in place, to inform staff practices.

Regulatory requirements are met and all documentation required for the safe and effective management of the nursery is in place. Sometimes the attendance register is not completed immediately as children arrive, and parents do not sign the accident book promptly.

Leadership and management are good. The owner and manager offer support and guidance to staff, and spend time in each of the rooms identifying the strengths and weaknesses. Regular staff meetings are held to discuss practice and any changes. The owner and manager have identified the weakness in the setting. They have implemented plans to employ an Early Years teacher in the pre school, to improve the delivery of the Foundation Stage curriculum.

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

## **Improvements since the last inspection**

At the previous inspection, Ofsted requested that the provider should provide clean bedding for all children, ensure everyone observes the group's hygiene policies and ensure the fridge and medication are made safe or inaccessible to children. These areas have been addressed, so that children's health is promoted through consistent application of good hygiene practice, and they are protected from hazards contained in the fridge. Ofsted also requested that the provider should make sure children under two wear harnesses when using low chairs. These have been provided, which protects children from the risk of slipping.

Ofsted also requested that the provider should provide a range of positive images of gender, culture and disability in the rooms for children under two. Pictures reflecting positive images are now available to children.

Ofsted also requested that the provider should ensure the staff medical forms are relevant and assess staff's medical suitability to work with children. A robust recruitment procedure is in place, which ensures that staff are suitable to work with children.

Ofsted also requested that documentation and procedures should be reviewed, and that the system of registration should record times of children's attendance. All documentation is in place and a comprehensive range of procedures is provided, supporting the welfare of the children within the setting.

## **Complaints since the last inspection**

Ofsted received a complaint in February 2006. Ofsted visited the provider to discuss the concerns raised. From the resulting investigation, actions were set under National Standard 2 -

Organisation; develop and implement an action plan that sets out how room supervisors will achieve a level three qualification and make sure all registers accurately show times of arrival and departure of staff throughout the day. The provider confirmed that suitable measures have been taken to meet the actions set and continues to be suitable for 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.

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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 staff complete all records promptly

#### **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):

- improve planning and delivery of the Foundation Stage curriculum

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)