



Colby Road Daycare Project

Inspection report for early years provision

Unique Reference Number	107478
Inspection date	15 June 2006
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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 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?

Colby Road Day Nursery opened in 1989. It operates from two rooms in the basement of a three storey terrace house in Upper Norwood. There is direct access to a rear garden with a paved area for outdoor play.

The nursery is registered to care for 10 children at any one time. There are currently 11 children on roll. This includes two children who are in receipt of nursery education funding. Children with learning difficulties and English as an additional language are

supported in the setting.

The nursery opens five days a week all year round, from 8:00 to 18:00hrs

The provider and two staff work with the children. All staff hold relevant childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through daily routines that are encouraged by staff. They learn that washing their hands helps prevent the spread of infection and they need to use and dispose of tissues properly when blowing their nose. All children have daily opportunities for outdoor play in the garden. They get plenty of fresh air and develop their co-ordination and keep fit as they climb, slide, peddle and run about in the outdoor play area. The staff encourage them in their outdoor pursuits, throwing and kicking a ball with them, and encouraging the children to twist and move their bodies as they spin hoops around their waist. Children learn that regular exercise is part of a healthy lifestyle and are beginning to recognise the changes in their bodies that take place after physical play.

Children develop their co-ordination as they handle toys and equipment with increasing control and dexterity. Children fit puzzle pieces and building bricks together and enjoy playing with the toy tea sets and play food as they pretend to stir, pour and serve make believe meals. Children confidently use a range of small equipment including knives and forks to eat their lunch and show increasing pencil control as they write their names and draw pictures of their families

Mealtimes are relaxed social occasions where children are offered a choice of freshly prepared meals. This encourages children to develop healthy eating habits. During the day they also have access to drinking water and snacks such as dried fruits. Children's dietary requirements, such as food allergies, are discussed with parents and staff are fully aware of individual children's needs. Older children sit as a group at low tables and chairs and enjoy helping to serve the meal and hand plates and cups around. Younger children are seated securely in highchairs where they can be given appropriate assistance and help in feeding themselves by the staff.

Children who are infectious do not attend, thus preventing the spread of contagious ailments. An administration of medication policy is available for parents, however this states that medication will not be administered by staff. This contradicts current practice as medication has been administered to children by staff at the setting. Appropriate records have been maintained where medication has been administered, however parents have not given prior written consent for staff to administer the medication. This compromises children's health. Furthermore, details of children's medical requirements are not held on site. Two staff hold current first aid certificates.

The premises are maintained in a clean condition and tables, surfaces and floors are

cleaned regularly. Staff wear gloves and aprons when changing nappies which helps to prevent cross infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a well organised environment which allows them to move about and play safely. They have easy and safe access to a suitable range of toys and resources appropriate for their age. Staff are proactive in ensuring that equipment and toys within their reach are suitable and safe for all the children. Equipment that is broken or damaged is immediately removed. There is sufficient furniture and equipment to allow children to play and eat in groups and to sleep in comfort and safety.

Children are closely supervised both indoors and outside. Staff are well deployed to ensure adequate supervision of all areas throughout the day. Children learn, through input from staff, how to keep themselves safe and the importance of behaving in a manner that does not endanger themselves or others. Older children are reminded to be gentle with younger children and to take care not to push or hurt others. Children learn about topics such as road safety through a range of activities including drawing and reading stories and there are displays on the wall that prompt children's understanding and awareness of how to keep safe in traffic.

Staff have a good understanding of the signs and symptoms of abuse and know what action to take if there are concerns about a child in their care. This promotes the safety and welfare of children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy being together, confident in their relationships with their carers and one another. Staff provide good levels of support and praise. This encourages children's sense of wellbeing and helps them feel secure. New children are well cared for, with staff ensuring that they know children's individual needs and routines through in depth discussions with parents. Children are cared for in a nurturing environment where staff know them well and encourage them try out new experiences.

Children are encouraged to become skilful communicators, using language to share their thoughts, feelings and ideas. Staff encourage children to develop emerging vocabulary through every day discussions and routines. Children enjoy singing simple songs and action rhymes and talk as a group with staff during circle time and at meal times.

Nursery Education

Teaching and learning is satisfactory. Staff are enthusiastic and supportive, providing children with good role models. Children make independent choices and have

developed good self care skills through everyday routines, such as putting on their own shoes and washing their hands. They play well together and are generally well behaved sharing and taking turns with popular resources such favourite footballs and bikes and cars.

Children are confident when matching colours and shapes, and enjoy counting as part of daily activities. For example, they count the number of times they can bounce a ball without stopping. Children begin to learn about weight and capacity by using containers to fill sand in the sand tray and by pouring water into teacups as they play with the toy tea sets.

Children learn about the world around them through planned activities and themes. They are developing an awareness of diversity and equality through festival celebrations, such as Chinese new year. Children begin to develop a sense of time and can recall significant events that have happened to them, such as having a haircut or going to a birthday party. There is a computer available for children's use with a variety of children's packages. Staff encourage all children to use this and learn how to operate simple programmes.

Children enjoy looking at books and confidently self select stories to read and follow. They carefully turn the pages and study the pictures and text, recognising that written print has meaning. Children learn the value of books as reference tools, for example, they look at books about animals and plants which are displayed as part of the nature table. Children are encouraged to write their names as a set activity in their workbooks. However, they are not encouraged to write their names on their paintings or other work they produce. They also have limited opportunities to write for a variety of purposes, for example, as part of their role play. Older children do not have free access to a range of writing materials, as due to the wide age grouping of the children, these resources are stored out of children's reach.

Children express themselves in a variety of ways. They paint at the easel mixing paints and creating vivid colour combinations. They enjoy singing and enthusiastically join in a wide repertoire of songs and familiar action rhymes. They dance, spin and hop around the room to accompanying music with encouragement from the staff. They use body language, facial expressions and words to express emotions such as excitement or frustration.

Staff have a fair awareness of the foundation curriculum and plan activities which encourage children to make progress in most areas. They undertake regular observations of children's progress and link their observations to the six areas of learning. However, use of the information gained from the observations is not used to target children when planning activities and identifying children's next steps.

Helping children make a positive contribution

The provision is satisfactory.

Children have access to a broad range of resources, play opportunities and activities which develop their understanding of diversity and cultural differences. Children are valued and respected as individuals by staff who know them well and understand

their needs. Children with special needs or English as a second language are supported. Staff work closely with parents and other professionals, such as speech therapists, to ensure children receive appropriate support.

Children respond to clear boundaries that they understand. They behave well because they are busy and occupied with the interesting range of activities available to them. Staff praise and encourage children frequently and speak calmly and politely to them. In turn, children follow their example. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is satisfactory. Parents are warmly welcomed into the group and comment on the openness of the staff and the close knit community of the nursery. A two-way sharing of information ensures that children receive consistent care. Parents receive some information regarding the curriculum, planning and events taking place. However a complaints procedure is not available to parents and a complaints record is not maintained in line with recent changes in regulation.

Organisation

The organisation is satisfactory.

Leadership and management of the nursery education is satisfactory. Staff are led by a provider/manager who communicates effectively with the small team and listens to their ideas. Involvement in planning allows staff to contribute ideas and feel valued. Children benefit from being cared for by a small consistent staff team. All staff now hold recognised childcare qualifications and the provider has demonstrated a firm commitment to ensuring that all staff hold appropriate qualifications. However, staff's understanding of the Birth to three framework or the Foundation Stage is limited. As a result activities are not always planned with clear learning outcomes for children and children's development in all areas of learning is not fully promoted.

The nursery is well organised with toys, resources and play areas well used to promote a child friendly and welcoming environment. The staff team ensure written policies and procedures are applied evenly across the nursery, with the exception of the administration of medication policy where there is some inconsistency with the written policy and the actual practice at the setting.

There are effective systems in place to monitor who comes into the building and for the safe arrival and departure of children. However, a record of visitors to the setting is not maintained and attendance registers do not accurately record children's hours of attendance or the names of the staff who looked after them. This compromises the safety of children. The setting meets the needs of the range of children for whom it provides

Improvements since the last inspection

At the last inspection the provider agreed to: ensure a minimum of two member of staff are on duty at all times; ensure staff meet qualification requirements and are aware of the importance of good hygiene practice; ensure children are protected from

the fire escape stairs in the garden and make available to parents written policies on the administration of medication, behaviour management and complaints.

Staffing rotas now ensure that a minimum of two staff are on duty at all times. All staff now hold appropriate childcare qualifications. There is a comprehensive health and safety manual available on site which staff refer to. Two staff have also completed Food Hygiene training. These improvements promote the health and safety and welfare of the children.

The fire escape stairs which led into the garden has been removed. This promotes children's safety.

Written policies on the administration of medication and behaviour management are available to parents and are displayed in the entrance lobby. This promotes an effective partnership with parents.

There is a complaints book available in the entrance lobby for parents to write complaints although this shows no recorded complaints. The provider does not demonstrate a clear understanding of her responsibilities regarding maintaining a record of complaints. This compromises the partnership with parents.

Complaints since the last inspection

Since the last inspection there have been five complaints relating to National Standards 2, 7, 8 and 11 and 12. Inspectors made unannounced visits to the nursery on each occasion. Actions and recommendations were set. The provider remains qualified 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):

- maintain a record of the actual times of children's arrival and departure that identifies the adults who looked after them and any visitors to the setting
- devise and implement a system to seek written permission from parents to administer medication
- ensure children's individual details, which may be required in the event of an emergency, are available on site at all times
- maintain a record of complaints, which is available to parents on request

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):

- ensure information gained from observations of what children can already do is used when planning next steps for children's learning
- provide more opportunities for children to write for a variety of purposes and to write their own names as part of daily activities
- improve staff's knowledge and understanding of the Foundation Stage to ensure there are clear learning outcomes for children and that children's development in all areas of learning is fully promoted.

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