



Dulwich Nursery

Inspection report for early years provision

Unique Reference Number	EY297645
Inspection date	20 June 2006
Inspector	Christine Jacqueline Davies
Setting Address	80 Dog Kennel Hill, London, SE22 8BD
Telephone number	0207 485 5252
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Registered person	Bright Horizons Family Solutions Ltd.
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 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?

Dulwich nursery was registered in 2004 and is part of the Bright Horizons Nursery Chain. The nursery is accommodated in a multi purpose building with two group rooms, one of which is an open plan area for children aged two to five years. There is an enclosed garden area for outdoor play. The nursery is located in the East Dulwich area of Southwark and serves local families, as well as staff who work at the nearby Sainsbury's supermarket.

The nursery is open all year round, from 07.00 to 19.00, Monday to Friday. A maximum of 24 children may attend the nursery at any one time. There are currently 35 children, aged from nought to under five years on roll, including part-time and full-time places. There are six funded three year olds and one funded four year old attending the nursery. The nursery provides support for children who have special educational needs and those who speak English as an additional language.

There are nine staff working within the centre, of these, seven hold appropriate early years qualifications. The nursery receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean, well maintained environment. Good hygiene routines reduce the risk of the spread of infection and promote the good health of children. Effective daily routines ensure children wash their hands after using the toilet, before eating meals, and after playing outside in the garden. This helps children understand the importance of good personal hygiene. Good procedures are in place for administering medication, which includes obtaining written consent and keeping appropriate records, signed by parents. Children's health and welfare is safeguarded, as some staff hold a current first aid certificate. This enables them to respond to accidents appropriately, should an accident occur.

Children benefit from a healthy diet. Meals cooked on the premises are healthy and nutritious. Children are offered a broad range of snacks, which includes fruit and vegetables. This encourages children to develop healthy eating habits. Children's health and welfare are protected, because records are kept of children's dietary needs, feeding and sleeping routines and any food allergies. Staff caring for children are fully aware of these and know how to respond appropriately. Younger children are offered drinks throughout the day, mirroring their home routine, while older children are able to ask for additional drinks when thirsty.

Children have regular opportunities to be active and enjoy a good range of physical activities that contribute to a healthy lifestyle. Planned outdoor activities enable children to be actively involved and help them develop control of their bodies such as, ball games, running, balancing and using the climbing frame. The weekly fit and fun programme provides children with the opportunity to learn new activities, such as football and cricket. This helps them to enhance their co-ordination and maintain good health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe, well maintained environment. Staff undertake regular risk assessments of the premises and equipment used, helping to protect children

and keep them safe from harm. Children benefit from playing in a spacious, well organised environment. This allows them to move around safely. The good organisation of well maintained toys and equipment enables children to independently access resources. Toys and resources are carefully selected, to ensure they are suitable for children. A good range of safety measures are in place. For example, buzzer entry system, fire extinguishers, and a secure outdoor area. However, children's welfare is not entirely safeguarded, as staff do not ensure that the accident book is signed consistently by parents after each entry. Good fire evacuation procedures are in place and regular fire drills are practised with the children. This helps to promote the safety and well-being of children. Good procedures for the safe arrival and departure of children are in place. However, the current system for signing staff onto the premises does not enable them to be accounted for quickly, in the event of an emergency.

Children are closely supervised when playing outdoors. It is fully enclosed and staff ensure that the area is checked for hazards before use. Comprehensive procedures such as fire safety, health and safety and children who are lost or not collected ensure that children's welfare is safeguarded and promoted. Staff are generally secure in their understanding of child protection, and procedures are in line with the local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three benefit from being involved in a broad range of activities, which are based on the children's emerging interests. Staff use the Birth to three matters framework to provide a range of challenging experiences and develop children's learning. Staff consistently interact well with children and have a secure knowledge of child development, which helps to improve children's achievements. Children are able to get to know staff well and demonstrate a growing awareness of social skills, when interacting with others. Babies explore their environment with enthusiasm, and have many opportunities to practise their growing mobility skills. They benefit from a flexible routine, which helps them feel secure. Children enjoy participating in a range of sensory experiences, such as painting, music and messy play, which helps to develop their aesthetic awareness and sense of achievement. They are able to access a broad range of outdoor activities throughout the day, which helps to promote their confidence and self-esteem.

Nursery Education

The quality of teaching and learning is good. Children experience a wide range of opportunities to make good progress and extend their learning, because staff have a secure knowledge and understanding of the Foundation Stage. Good quality curriculum planning ensures that all six areas of learning are covered and clearly demonstrates what children are intended to learn. Staff make regular observations and record achievements in children's profiles. This helps staff plan for each child, to ensure their learning and developmental needs are met.

The learning environment has a good range of resources and activities to stimulate

children's interest and curiosity. Children are confident and are able to access resources easily. This encourages children to make independent choices to support their own learning. Children benefit from a free-flow environment, which enables them to access a good range of activities, both indoors and outdoors. They quickly become absorbed in play and show a good level of personal and social skills. Children behave well and are aware of boundaries set within the nursery. They engage easily in conversations with each other and adults, steadily developing their confidence and self-esteem.

Good quality fiction and non-fiction books enable children to learn that print carries meaning and develop their listening skills and memory. They have access to a well resourced graphics area, however, opportunities for mark-making in different areas of provision is limited. Opportunities for children to write spontaneously are available, but staff do not consistently encourage children to use writing for various purposes, for example, writing lists or labelling their own work.

A selection of activities to support children's development in maths, such as water play, construction and puzzles are available to children. They recognise and name shapes and use size and positional language in daily activities. Activities such as construction enable children to experience three dimensional objects, develop spatial awareness and become familiar with mathematical concepts such as weight, matching, sorting and problem solving.

Children are developing an interest in technology and are able to use the computer with growing confidence. Equipment such as telephones and tape recorders increases their awareness of ICT, design and technology. Planned projects, such as road safety, enable children to develop an awareness of the world in which they live. Children enjoy experimenting with a wide range of natural and malleable materials, such as sand, water and dough. This provides a range of tactile sensory experiences and stimulates their imaginative development.

Children are able to move confidently with good co-ordination and control. Resources are rotated, to ensure that children have opportunities to practise skills such as, throwing, catching, balancing and jumping. This helps children develop an awareness of how their body works and promote their confidence when learning new skills.

Helping children make a positive contribution

The provision is good.

Children benefit from good relationships with staff and are happy and secure in their environment. They experience consistent care, due to effective communication systems between parents and staff. This ensures they settle well and that their individual needs are met. Children's spiritual, moral, social and cultural development is fostered. Staff regularly praise children and recognise their achievements, such as when they tidy up or complete a task. This helps to raise children's self esteem and confidence. Children are well behaved and work well with each other in response to the realistic boundaries and expectations of staff. Children benefit from a good selection of resources that promote a positive view of the wider world. Resources such as books, puzzles and dolls help children to understand and explore their own

ideas and beliefs and help them to become aware of differences.

Children with special educational needs are supported well. Staff work closely with parents and outside professionals, to offer good levels of individual support and promote inclusion. There is a named special needs coordinator, who is familiar with the Special Educational Needs Code of Practice and the procedures for accessing external support as necessary. Partnership with parents and carers of children who receive nursery education is good. Parents are welcome in the nursery and are actively involved in their children's learning. Staff regularly seek parents' views about their child's progress and work with them to plan the next steps in learning. Parents have access to comprehensive written information about the Foundation Stage curriculum and are kept informed about their child's progress via daily informal discussions and formal reviews.

Organisation

The organisation is good.

Good record keeping is contributing to the effective organisation of the group, so that children's needs are addressed and well met. Activities are well organised and provide children with variety and choice. Good use is made of space, so that children enjoy quiet activities away from more lively activities. Effective procedures are in place for the recruitment and vetting of staff, so that adults providing care and looking after children are suitable to do so. There is a clear management structure in place and all senior members of staff are clear about their roles and responsibilities within the setting. An appraisal system is in place to monitor staff performance throughout the year and high priority is given to staff development. This enables staff to have regular opportunities to attend training in order to develop their skills and knowledge.

Good induction procedures are in place, enabling new staff to become familiar with the group's policies and procedures. However, procedures are not sufficiently rigorous to ensure that all staff are secure in their understanding of record keeping regarding accidents. Staff are suitably qualified and have a good knowledge and understanding of child development, which enables them to meet children's individual needs well.

Leadership and management of nursery education is good. Good support systems are in place, which enable staff to deliver the Foundation Stage curriculum effectively. The quality of provision is monitored on a regular basis by managers and staff. The management team regularly seek input from staff via informal and formal meetings. This helps to raise issues and improve practice.

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

Ofsted has received one complaint since the last inspection. The complaint relates to National Standard 11: Managing Behaviour and National Standard 12: Working in Partnership with Parents. Ofsted carried out an investigation on 14 February 2006. There was no evidence that the National Standards are not being met and 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):

- review systems for signing staff onto the premises so that they are easily accounted for in an emergency situation
- ensure that parents sign the accident book after each entry

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):

- provide more opportunities for children to practise their growing literacy skills in meaningful situations

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