



## Colour Box Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	107429
<b>Inspection date</b>	14 September 2006
<b>Inspector</b>	Lorna Lorraine Hall
<b>Setting Address</b>	385 Ivydale Road, Peckham, London, SE15 3ED
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<b>Registered person</b>	Angela Annette Brown
<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 inadequate - notice of action to improve. The registered person does not meet 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?

Colour Box Nursery is a privately owned nursery. It opened in 1994 and operates from a terraced house with a garden, located in Peckham, South East London. A maximum of 17 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 20 children from six months to five years on roll. Of these 11 are in receipt of funding for Nursery Education. Children attend from the local community.

The nursery supports children and families who have special needs.

The nursery employs five members of staff, all of whom hold early years 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 such as covering their mouth when they cough and helping themselves to tissues to wipe their nose.

Children in the baby room share a sofa bed during sleep time. Some measures are in place to minimise the spread of infection, for example, parents receive information about the care of children who are ill and the exclusion period.

In the event of an accident, children benefit from having several members of staff with a current first aid certificate on the premises at all times.

Suitable documentation is in place to ensure that medical information and consents are in line with regulation.

Children benefit from a healthy diet and menus are made available to parents. The meals are freshly cooked on the premises by the cook. Menus have many dishes that include many fresh vegetables. At lunchtime all the children are given food according to their needs, for example, puree or finely chopped up. Staff encourage the children to eat their vegetables but they do not engage them in conversation about healthy eating.

Children enjoy healthy snacks of fruit, milk and water and older children have individual water bottles they can access throughout the day.

They benefit from making good use of the adjacent outside area throughout the day, for a variety of activities such as watering the plants, climbing on the climbing frame and riding the bikes. However, the lack of planning for outside play means that children's physical development is not fully extended or sufficiently challenging.

Most of the children can rest and be active according to their needs.

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

The provision is satisfactory.

Generally children use a range of safe resources, which are easily accessible, particularly in the baby room. The organisation of the pre-school room means they can move safely and freely indoor and outdoor.

The nursery follows good security precautions to keep children safe, by ensuring that parents sign their children in and out of the building. Visitors are asked to sign the visitors book. However, there is no evidence that a risk assessment, identifying potential risks and hazards to children, indoor and outdoor and including equipment, materials and procedures, is carried out.

Children have access to suitable learning resources that staff use well to ensure they make progress in their learning. Children are able to contribute to their play, for example, they ask for box games that are stored out of their reach.

Suitable fire fighting equipment is in place, however, fire doors are not clearly labelled and one exit door was obstructed during sleep time. The evacuation procedure is displayed on the parent's notice board in the dining room. As the procedures are not displayed by the fire exits it would delay evacuation of the building in an emergency.

Some measures are in place to ensure children's safety on outings. For example, babies are securely strapped in their buggies and older children demonstrate a sound understanding of road safety.

Staff have appropriate documentation to refer to in their work to protect the children from abuse. Most of the staff team have attended training.

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

The provision is good.

Children under three have lots of opportunities to explore a wide range of natural resources and play equipment every day. Younger children enjoy daily outings to local places of interest. For example, they visit Peckham Pulse.

Staff looking after the children under three years have a sound knowledge of the Birth to three framework, and how to use it to ensure children make appropriate progress in their learning. The children enjoy listening to stories and participate by naming the animals.

Care diaries provide good opportunities for staff to chart the children's progress and to ensure nursery routines are consistent with home routines. This information is shared with parents.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make progress in the six areas of learning because most of the learning activities are very structured and adult led. Staff have their own idea of how children learn and are inflexible in their approach to learning. However, the children are confident, they relate well with staff and each other.

Older children persevere for long periods at their chosen activities, for example when drawing and writing their own names. Children are generally well behaved and aware of the expectations of the setting, for example, staff use an egg timer to indicate the end of an activity. Children develop positive and affectionate relationships with each other. For example, they hold hands in the class room and ask to sit next to their friends. Children enjoy their time at the nursery.

Most of the older children have a range of vocabulary which they use well to express themselves and to describe events in their lives, such as going to their friends for tea. Children enjoy looking at books and listen to stories with enthusiasm, however, there are too few opportunities for them to access books independently.

Children use their knowledge of phonics to write recognisable words and most of the four year olds can read.

Children can count confidently and match numbers, colours and shapes. They use every day activities to identify number, such as counting the number of items in the room. They use mathematical language to describe size, for example, bigger and smaller when matching opposites. Children are beginning to count in multiples of two and they use peg boards and thread beads to make a variety of shapes and patterns.

Children explore natural resources and develop a knowledge of living things, for example by growing and looking after the vegetables and flowers in the garden. Children learn about their local environment through outings to the park. During these outings they collect leaves, in the garden they closely examine ladybirds and make sure they are safe. For example, they carefully put the ladybird on a leaf.

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

The provision is satisfactory.

Children are generally well behaved and their spiritual, moral, social and cultural development is fostered. During group activities they show consideration for each other, for example they share and wait their turn.

Children and families who have special needs are fully supported in the nursery and staff have developed strong links with outside agencies to support them in their work.

Partnership with parents is satisfactory. Children settle well because parents and children are greeted in a friendly manner by the staff. Staff respect the parent's wishes about children's individual needs, and approach them to negotiate changes, for example, changes to older children's sleeping patterns. Written information about the setting is made available to parents, which includes details of the main policies and procedures. Parents receive written progress reports at the end of the year. Parents are regularly invited to come into the nursery to share their skills and contribute to their children's learning. Children benefit from a two way sharing of information between parents and staff to promote their learning. Parents are very happy with the written and verbal information they receive about their children's progress and how they can support learning at home.

### **Organisation**

The organisation is inadequate.

Children are cared for by staff who are suitably qualified and have completed approved vetting procedures. However, there is no evidence that persons living on the premises have completed approved vetting procedures. This compromises the children's welfare.

Staff work with the children and on the whole they supervise the children well during play activities. However, staff are not always effectively deployed to support the children during preparation of some of the routine tasks, especially when staff are preparing the room for children to have a sleep.

Although there are sufficient staff to supervise the children, there are more children attending than the setting is registered for, and this is a breach of the conditions of registration.

The organisation of space enables children to enjoy structured and free play several times throughout the session.

Suitable policies and procedures are in place to support staff in their work. However, some need updating to include important information in line with the related standard and guidance.

Leadership and management is satisfactory.

The management have identified that some of the staff working with the funded children have difficulty in using the curriculum guidance for the foundation stage and plans are in place for staff to attend training in the foundation stage of learning.

Team and activity planning meetings and individual staff supervision are ways the management support staff in their work.

The setting does not meet the needs of the range of children for whom it provides.

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

Some progress has been made in addressing the actions that were made at the last inspection. However, some actions have not been fully completed and further actions have been agreed.

Progress has been made in ensuring that a suitably qualified person in charge is present at all times when the nursery is operating. The deputy manager is qualified to NVQ childcare level 3 and works on a rota system with the manager to ensure there is a suitably qualified manager on site at all times. Staff now work in partnership to ensure that the needs of the children are met and staff working with children under three years have attended appropriate training. Plans are in place for staff working with the funded children to attend training. A new system has been implemented for recording accidents and most of the entries are signed by parents. On the whole the children are well behaved, however, the behaviour management policy does not include information in line with the related National Standard and guidance. The child protection policy is available at all times and includes clear information about the procedure to follow in the event of an allegation being made against a member of staff. Some improvement has been made to the policies and procedures relating to the safe and efficient management of the provision and most of the policies are available for inspection.

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

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 .

Since the last inspection Ofsted has received one complaint.

On 18/10/2004 a concern was raised regarding the supervision of the children and the organisation of the nursery. Actions were raised and a further visit was carried out by Ofsted.

The provider responded to the actions and remained qualified for registration at the time the investigation was closed.

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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, the registered person **must** take the following actions:

- ensure persons living on the premises have completed approved vetting procedures
- comply with conditions of registration regarding the numbers of children who may attend at any one time
- develop effective strategies to minimise risk of cross infection to children
- develop rigorous systems to identify potential risks to children, indoor and outdoor, including equipment, materials and procedures
- update the behaviour management policy to include information in line with the National Standard for Full Day Care.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### 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):

- develop staff's knowledge and understanding of the curriculum guidance for the foundation stage to improve the quality of teaching

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)