



Bumpsa Daisies Nursery

Inspection report for early years provision

Unique Reference Number	EY152305
Inspection date	25 January 2007
Inspector	Sue Boylan
Setting Address	Overton Park Pavillion, Overton Road, Sutton, Surrey, SM2 6QT
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Registered person	Bumpsa Daisies Nursery
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?

Bumpsa Daisies Nursery is one of two nurseries that are privately owned by the provider. It opened in 2003 and operates from a converted pavilion within Overton Park in Sutton. The accommodation comprises of two nursery rooms, a baby unit, kitchen and staff room. Children share access to a secure enclosed play area. A maximum of 40 children may attend the nursery at any one time. It is open each weekday from 08:00 to 18:00 for 51 weeks of the year.

There are currently 50 children aged from three months to under five years on roll. Of these, eight children receive funding for early education. The nursery serves the local area with sessional places available. It supports children who have learning and physical difficulties and who speak English as an additional language.

The nursery employs 13 permanent members of staff. Of these seven staff hold appropriate early years qualifications and six are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean and warm environment. There are good opportunities to lead a healthy lifestyle because they go outside to play on a daily basis, competently moving around the assault course, riding their bikes and using the climbing equipment in the adjacent park.

Children benefit from a balanced and nutritious diet. Food is freshly prepared and children sit together in groups to enjoy their meal. Children are offered drinks at regular intervals to prevent them from becoming thirsty, including warm blackcurrant when they come in from playing outside on a very cold morning. They participate enthusiastically in making fruit salad for tea which reinforces the healthy eating policy.

Children's health is mostly promoted, for example, they learn the importance of washing their hands before eating and after going to the toilet. However, there are occasions when children only rinse their hands under the tap without using soap and younger children's noses are not kept wiped. This does not help to prevent cross contamination. Staff follow appropriate hygiene procedures, for example when changing babies nappies, wiping the tables with anti-bacterial spray and helping children to clean their teeth.

A sufficient number of staff are first aid trained so children receive appropriate treatment if they have an accident. Children are protected from the risk of cross infection because staff and parents are aware of the sickness policy. If children are taken ill during the day staff respond well and deal with the situation so children feel comforted and secure.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in an environment that is welcoming, safe and secure. However, there is no area appropriate for toddlers and children in pre-school rooms to go and sit and look at books, quietly and comfortably. Children have access to a suitable supply of toys and resources that are in good condition. Children's work and photographs displayed promote a sense of belonging.

There are good security arrangements in place to protect children's safety which includes closed circuit television at the front entrance, so staff are able to monitor who is coming to the door, and a password system, so children do not leave without a known adult. Staff are vigilant in their supervision and conduct daily recorded risk assessment to ensure hazards are quickly identified and action taken. However, when playing in the outside area children have access to the bins and bagged rubbish. This does not fully protect their safety. There are good fire safety precautions and children practise the emergency escape plan on a regular basis so they are familiar with the procedure. Children are learning to keep themselves safe, for instance,

when they are reminded by staff about the 'golden rules' in the nursery and 'stranger danger' when they are out.

Children's welfare is safeguarded because staff have satisfactory knowledge of child protection. Some staff have received training and there is a clear written policy which includes, 'if an allegation is made against a member of staff'. They know who to contact if they have concerns a child is being abused or neglected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies and toddlers receive lots of cuddles and attention from staff. They benefit from the routines which take into consideration individual eating and sleeping patterns. This provides continuity of care. Babies and toddlers explore a suitable range of play materials and love to participate in sensory activities such as cornflour, crazy-foam and mashed potato play.

Mobile babies show pleasure by laughing and smiling when they climb into the tent and pretend to sleep when they lie down on the cushions. They giggle and squeal with delight when they roll around with the soft play equipment in their room. There are some occasions when babies become frustrated, for example, the tray for the high chair is not always used at snack time, therefore they are unable to put their drink down, so it gets thrown on the floor. This does not promote healthy choices.

Staff make regular observations of babies and toddlers. This information is linked into the Birth to three matters framework and used to identify activities to extend their development. Toddlers love to go for a walk around the field. They wrap up warmly in the cold weather to run around and have some fun. All children in the nursery enjoy singing familiar songs, for instance, 'Wind the bobbin up' and 'Bob the builder'. They sing loudly joining in with all the actions.

Nursery Education

The quality of teaching and learning is satisfactory and children are making steady progress towards the early learning goals. Staff have sound knowledge of the Foundation Stage because they have attended training. The curriculum is planned well taking into account children's individual needs and stage of development. Staff make regular observations of children's progress, this information helps staff to identify the next step in learning. However, older children are not always sufficiently challenged in their learning because the needs of the younger children take priority, such as potty training.

Children are given appropriate opportunities to develop their independence and self help skills, for instance, pouring out their own drink and putting on their coats. Children confidently approach staff to ask for help and to communicate their own ideas. However, sometimes their own ideas are hindered because staff do not listen to a request, such as, "there is only two pieces of fence and I want to make a zoo".

Children enjoy books and love to listen to a familiar story, for instance, 'Red Riding Hood' and 'Gruffalo'. They are able to answer questions about the book and predict what happens next.

They are beginning to learn about the sounds of letters and confidentially participate in a conversation about birthdays, ages and months they are born. However, there are few opportunities for children to independently practise their mark making skills. Older children are able to recognise their name from a card to stick on the door.

Most children are able to count to 10 and beyond. They are beginning to identify shapes and look in excitement as they help to pump up some new balls to use in the garden. Children are given some opportunities to do simple calculation, for example, counting pieces of fruit left to go in the bowl. Children are progressing well with their physical development and confidentially use a variety of tools, such as knives, cutters and scissors. However, there are not enough opportunities for children to use programmable toys and extend their imaginations. Children's knowledge and understanding of the world is enhanced as they learn about growing when they plant cress seeds and watch the changes when they bake a cake.

Helping children make a positive contribution

The provision is satisfactory.

Children generally behave well, they know what to expect in relation to the day-to-day routine and are beginning to respect others. For example, sitting down so all the children can see the story book and joining in to tidy up. Staff are consistent in their strategies to manage behaviour and promote children's self-esteem by praising and encouraging at every opportunity. They set clear boundaries and explain the importance of sharing.

Children are warmly greeted on arrival by familiar staff. There is good use made of the local and wider area with regular trips out to the library, park and shops. Children benefit from visitors invited to the nursery, such as the community police, when they can enjoy dressing up in the uniforms and talking to them about their role. Children are beginning to appreciate the world around them when they celebrate Diwali and Chinese New Year. This means children's spiritual, moral, social and cultural development is fostered.

Staff work well with children who have physical and learning disabilities. They liaise appropriately with outside agencies when needs are identified. This ensures they provide suitable care. There is satisfactory partnership with parents. Staff are friendly, approachable and parents are consulted about their child's likes, dislikes and developmental progress. This forms a starting point for individual assessment if children are receiving nursery education. However, parents are not given enough information about the Foundation Stage curriculum and areas of learning.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. There is a strong commitment to improving the quality of care and education within the setting. Staff understand their roles and responsibilities, however they are not offered enough opportunity to update their professional development through training. There are times during the sessions when the grouping of toddlers with the pre-school children results in sometimes their learning being hindered. The

focus activities are evaluated regularly but there is no formal system in place for staff to identify areas for improvement in the teaching.

There is an effective recruitment procedure and children are not left with any person not vetted. The staff team is well established and they work well together. There is a comprehensive range of policies and procedures which guide staff in their day-to-day practice. The required records are in place and maintained accurately. However, the information recorded in the complaints log is not confidential. There is a structured but flexible routine within the nursery so children know what to expect. However, there are times during the day, for instance, after breakfast and before dinner when children are left for excessive periods of time with little to keep them occupied. Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was asked to evaluate the routines and deployment of staff in the pre-school room during transitional periods, such as before and after snack, in order to ensure children are occupied appropriately. There has been some improvement but the issue has been addressed again at this inspection

At the last nursery education inspection the provider was asked to improve the use of observations and assessments of children's progress to guide planning and to encourage children to develop self-help and independence skills. There has been improvement in the system to monitor children's progress and appropriate opportunities to develop self-help skills are in place.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to National Standard 1: Suitable Person and National Standard 11: Behaviour regarding inappropriate behaviour management techniques. The provider conducted an investigation into the concerns raised and confirmed to Ofsted that suitable measures had been put in place to ensure that the National Standards were being maintained. No further action was taken and the provider continues to be 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):

- ensure the garden is made safe for the children
- provide areas in toddlers and pre-school where children can go to sit quietly and comfortably to look at books
- ensure children are not left for excessive periods of time with little to keep them occupied
- provide more opportunities through training for staff to extend their professional development.

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 the grouping of the younger and older children together does not hinder any learning opportunities
- provide more varied play opportunities so older children are sufficiently challenged
- ensure children have daily opportunities to make marks and design their own ideas.

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