



## Broadfields Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY219671
<b>Inspection date</b>	11 December 2006
<b>Inspector</b>	Silvia Richardson
<b>Setting Address</b>	96 Broadfield Road, London, SE6 1NG
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<b>Registered person</b>	Hillyfields Ltd
<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 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?

Broadfields nursery was registered in 2002. It operates from group rooms set out over two floors of a converted residential premises and has use of an enclosed outside play area. A maximum of 31 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.

There are currently 30 children aged eight months to under five years on roll. Of these, seven children receive funding for nursery education. Children attend for a variety of sessions and most come from the local area. The setting supports children with disabilities and/or learning difficulties as well as children who speak English as an additional language.

The nursery employs 13 staff, 11 of the staff, including the manager hold appropriate early years qualifications and two of the staff are working towards a qualification. The nursery has

regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by the Lewisham Early Years and the Lewisham Early Years Advice and Resource Network (LEARN).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children relax and play fairly comfortably in their group rooms, because their environments, toys and equipment, are kept reasonably clean. Some carpeted areas take heavy wear from messy play activities, accidents and spills, but are scheduled for routine cleaning, helping to protect children's health. Babies' health is promoted through the 'no outdoor shoe' policy, so that their floor play areas are cleaner and more hygienic. Suitable arrangements are made for nappy changing, such as adults wearing protective clothing and wiping surfaces with anti-bacterial spray. There remains a risk of cross infection, because adults are not washing their hands between nappy changes.

Children enjoy a good range of nutritious meals prepared from fresh ingredients, helping them to be healthy. They are offered fruit juices, water and milk routinely, together with fresh fruit for snacks, meeting their dietary needs throughout the day. Babies' bottle feeding routines vary, suiting the needs of the individual, promoting their wellbeing. Suitable records are kept of food intakes, active play and rest periods, keeping parents well informed and promoting babies' welfare. Children have some opportunities to be active both inside and outside, including use of a range of physical play equipment, music and dance sessions, helping children to enjoy exercise.

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

The provision is good.

Children are kept safe and secure, because some good measures are in place, such as video entry system to monitor access to the premises. Safety gates are positioned across doorways, so that children are unable to leave group rooms unsupervised. Health and safety checklists are used daily, so that potential hazards are identified and dealt with quickly, avoiding accidents and helping children to stay safe. Adults are vigilant, watch children closely and encourage them to move around in an orderly manner, such as forming lines, helping them to stay safe.

Children are learning how to keep themselves safe when playing, because adults talk to them and demonstrate how to use toys and equipment appropriately. Children are encouraged to follow safety rules, such as walking carefully and not running, to avoid slips and bumps. Children are kept safe in the event of a fire or other emergency evacuation from the premises, because they practise fire drills, so they know what to do and exits from the building are kept clear. Children are kept safe and protected should safeguarding concerns arise, because adults know how to respond and make an appropriate referral.

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

The provision is satisfactory.

Babies are very happy and settled in their group room, because they receive much individual time and attention. The room leader follows individual care routines, taking personal responsibility for bottle feeding and settling babies to sleep, so that they thrive with consistency and stability. Babies have plenty of scope for developing at their own pace, because they have individual care and play plans. They are free to explore their environment and select toys, because a good range of resources are set out for undirected play.

Toddlers play purposefully and constructively, because adults provide a reassuring presence, sitting with them and playing with them. Play plans for toddlers offer some structure to their learning and much free choice, so they too can develop at their own pace. They have a balanced schedule of activities, so that they have opportunities to play both inside and outside most days, promoting their welfare. Children's care routines allow for active play periods, refreshment and meals, relaxation and rest, so that children are happy, settled and making steady progress.

### **Nursery Education**

The quality of teaching and learning is satisfactory.

The nursery leader has good knowledge and understanding of the Foundation Stage of learning, so that appropriate targets are set, to help children achieve desirable learning outcomes. She plans activities with learning intentions in mind, but presentation of resources is uninspiring, so children are not fully motivated to explore and experiment. Children's natural curiosity and enthusiasm for discovery is tamed, because adults working with children are insufficiently skilled in developing children's ideas and contributions to activities. Children often initiate discussion and express their findings, but adults seem not to know how take discussion to the next level of learning, such as introducing concepts and language to challenge children and make them think. Adults praise children frequently but it appears to have a low impact on helping children to feel really good about their achievements and attainments.

Children have a very limited range of easily accessible resources, for designing and making things of their own choosing, reducing opportunities for developing creative skills, drawing, mark-making and writing. They enjoy looking at books, hearing stories and playing games such as sound lotto, helping them to become good listeners. Children concentrate quite well and show some sustained interest in activities when playing in small groups, as these activities encourage children to enjoy conversation and the company of their peers.

Children like to count and to talk about numbers, sizes, shapes and colours, but because adults are not fully engaging with children across a range activities, their mathematical learning experiences are limited. Children are not developing knowledge and understanding of information and communication technology, because they do not have easy access to computer, keyboard and mouse. They have a few programmable and battery operated toys, although the variety and choice of resources, limits further opportunities for exploration and discovery.

Children generally behave very well, are co-operative and amenable, because there are sufficient toys and play materials available, to keep them busy and for the most part, purposefully occupied. Children are very good at amusing themselves, especially through role-play, helping them to develop social skills. They have some good opportunities to practise physical skills both inside and outside, helping them to develop balance, co-ordination and a sense of rhythm. They use tools such as cutlery competently, although opportunities to become more independent at meal and play times are reduced. This is because adults serve children at meal times and some resources are stored out of child reach.

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

The provision is good.

Children's social skills are well developed, because adults actively help children to share and take turns. Adults consistently promote good manners, through encouraging children to say 'please' and 'thank you'. Children show a good awareness of others and move around in an orderly manner, because adults encourage and supervise children closely throughout the daily routine. Adults are attentive to children's care, so that individual needs are appropriately met. They help and encourage children to wipe their noses and wash their hands, so that they develop good personal skills and habits.

The setting is prepared to support children with disabilities and/or learning difficulties, although there are currently none on roll. Children have some very good opportunities to develop their knowledge and understanding of different cultures and religious beliefs, because a good range of practical play experiences are offered, such as baking, dressing up and craft activities. Books, dolls and toys reflect diversity and provide positive images of differences, so that children feel valued and good about themselves. Children's spiritual, moral, social and cultural development is fostered.

The quality of partnership with parents and carers is good.

Parents receive some good written and verbal information about the Foundation Stage of learning, so that they are aware of the six areas of learning, when their children progress from the Birth to three matters framework to the Early Years Curriculum. They have opportunities to meet with adults working with their children, so that they can discuss what they hope their children will achieve. Adults include any specific areas of learning discussed with parents, in targets and planning for next steps, so that their wishes are respected. Parents are able to talk to adults about their children's progress and development at any time, because adults are very approachable and make parents and carers feel valued and welcome.

### **Organisation**

The organisation is satisfactory.

Adults working with children are properly vetted, ensuring they are suitable to work with children. Most adults working directly with children, hold an appropriate qualification, so that they are knowledgeable and understand how best to meet children's needs in a day care setting. Group leaders have additional relevant experience, enabling them to ensure children's care

needs are appropriately met and that children have a suitable range of activities. Some adults possess greater skill and ability in engaging children than others, so that the quality of care, interaction and communication with children does vary. All adults show caring qualities, are warm and patient with the children, so that children are happy and settled in their group rooms.

Children have use of a reasonable range of resources, so that they practise and acquire basic skills during free-play sessions. Some resources are well organised, sorted into sets and labelled, so that children easily identify and select items of their choosing. Other resources are stored out of child reach, so children have to ask or indicate by pointing, what they would like to play with. This arrangement reduces children's opportunities for independent learning and children less confident in asking, have fewer immediate choices. Adults are fairly well deployed, so that they sit with children while they are playing. Babies' and toddlers, care is especially well organised, so that their emotional needs are met. The setting meets the needs of the range of children for whom it provides.

The quality of leadership and management is satisfactory.

The provider/manager is particularly skilled in engaging children, in sustaining their interest and helping them to learn. However, the 'in-house' induction, training and supervision programme, does not effectively utilise the provider/manager's abilities, so that adults practise and develop similar skills in working with children. The provider/manager has a clear vision for the nursery, has identified the settings strengths and weaknesses, but not actively addressed these to enhance the skill level of the workforce. The provider/manager is committed to continued improvement, but this is hindered by further and more recent staff changes.

The nursery leader has worked in the setting for sometime and brings a wealth of knowledge and experience to planning for the Early Years Curriculum. Her knowledge base is strong and learning intentions are clearly recorded, but these are not followed through effectively in practice, to enhance the quality of children's teaching and learning. Leadership is ineffective in facilitating adults to develop skills, in helping children get the most from activities. Adults have very little guidance in the way of written information or a practical lead role-model, in how to engage children and ask questions, so that children are stretched and challenged. The six areas of learning are not clearly defined in the layout and organisation of the room, so as to effectively present activities and promote children's exploration and discovery.

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

Since the last inspection, opportunities are created for younger children to select toys and play materials for themselves, supporting and encouraging independent learning. Older children are developing independence skills at snack and meal times, although opportunities to serve themselves remain limited. Arrangements for administration of medication are promoting children's welfare, because details are now recorded confidentially and only prescribed medication is given. Improvements are also made, so that older children have some privacy when using the toilet.

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

Since the last inspection Ofsted received one complaint relating to National Standard 6: Safety and National Standard 7: Health. Concerns were raised regarding frequency of fire drills and health and safety in the garden. An Ofsted inspector made an unannounced visit to the nursery to investigate the concerns. The provider was found to be in breach of the National Standards and two actions were raised. These were to ensure that the Fire Safety Officers recommendation as to the frequency of fire drills is complied with and, to make sure that the garden is maintained in a safe and clean condition. Ofsted is satisfied that by meeting these actions 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):

- organise children's play areas to define areas of learning and to promote exploration and discovery
- minimise risk of cross infection, ensuring adults follow hand washing routines between nappy changes

#### **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 staffs' knowledge and understanding of learning intentions across all six areas of learning and develop their skills in engaging and communicating with children
- create opportunities for children to develop skills in using information and communication technology and provide a wider range of resources for designing and making things

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