



Wisdom Kids Nursery

Inspection report for early years provision

Unique Reference Number	EY312766
Inspection date	20 December 2006
Inspector	Fiona Sapler
Setting Address	524 High Street North, Manor Park, London, E12 6QN
Telephone number	020 8478 2805
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Registered person	Salron Partners
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?

Wisdom Kids Nursery is privately owned and is based in Manor Park in the London borough of Newham. It was reregistered in 2005 and operates from a room in a community centre. There is an enclosed outdoor space.

A maximum of 30 children, aged between two to five years old, may attend the nursery at any one time. There are currently 16 children on roll, of these, six children receive funding for nursery education. The nursery is open each weekday from 08.00 to 18.00 all year round. The nursery currently supports children with learning difficulties and/or disabilities and employs four staff. All of these hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand different ways to keep themselves healthy through discussion and when following their daily routines. For example, they automatically wash their hands with soap after going to the toilet and after playing outside, and talk animatedly when describing how a little boy in a story is brushing his teeth 'just like I do, to keep them clean'. The risk of infection is further minimised when staff follow very effective procedures, such as wearing disposable gloves and aprons for nappy changing and preparing food. Staff have also had recent food hygiene and first aid training to ensure their knowledge is up to date in these areas.

Children are protected as staff now participate in a rigorous induction programme to ensure they are fully aware of the policies and procedures that underpin the running of the nursery. For example, all staff are aware of how to complete accident and medication forms accurately, what information they need to collect from parents relating to medication, and records are stored so that they are clearly labelled, organised and accessible to all the team. Parents now provide written consent for emergency treatment which means there will be no unnecessary delay if a child has a serious injury or accident.

Children now have the opportunity to play outside at least twice a day. They enjoy negotiating the limited space they have when riding around on bikes and pushing pushchairs. They have lots of new equipment, such as balancing beams, that they can use inside and outside to provide a stimulating environment and learn more about the different ways their bodies can move.

Children are provided with a varied range of meals and snacks that are nutritious, cooked freshly on the premises and that meet special dietary needs. Staff help them learn about what foods are good for them when they talk to them about the benefits of eating fruit and vegetables at mealtimes and when they take part in activities comparing and tasting different fruits. Drinks are available in jugs at all times, however children are not encouraged to help themselves to pour the drinks or to serve their own food. This limits the opportunities they have to develop their self help skills and independence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming, well organised environment. This ensures they are able to move around happily and safely within the setting. Resources are laid out attractively and imaginatively to provide a stimulating child-friendly environment.

Children are safe and protected from any potential risks because staff now accompany them to the toilets at all times. Fire evacuation procedures are practised very regularly, usually every two to three weeks, and are carried out at different times of the nursery day. This means that children are very efficient at following the drill and ensures all staff are aware of the actions to take in a variety of different situations. The drills are logged and evaluated so staff can learn from these experiences.

Daily checklists are used for risk assessments at the start and end of every day to ensure the nursery and the equipment remains safe and secure.

Children are safeguarded because staff have undertaken recent child protection training, recognise possible indicators of abuse and know that they must record their concerns and report to their manager as soon as possible. The manager is knowledgeable about local procedures and knows appropriate actions to take if she has concerns about a child in her care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in the nursery. They feel secure and comfortable because the staff team is now more established, therefore they are able to build good relationships and adults in the setting get to know the children well. Activities are laid out in a stimulating and interesting way and children make choices about what they wish to play with from the toys that are provided. However, there are limited opportunities for children to select their own resources and a lot of the activities are adult led which limits the children's opportunities for experimentation and exploration.

Nursery education

The quality of teaching and learning is satisfactory. The team have received lots of support and input from the Early Years service who have provided training and workshops to help them develop their planning and implementation of the Foundation Stage curriculum. Staff now carry out extensive observations and use these to plot the children's progress along the stepping stones and to plan focus activities. Planning covers all areas of the curriculum, however staff do not always have a complete understanding of the purpose of the activities they offer and do not always consider the ways that different children learn when directing group activities.

The children are interested to learn and ask lots of questions. They enter the nursery confidently and enjoy their time there. They are forming close relationships with their peers, readily ask for what they want and are beginning to think of others' feelings.

Staff support children in their imaginative thinking. For instance, as well as enjoying balancing on the beams in the outdoor area, the children used them to make a road way for their cars to drive through. This then became a garage where all the bikes had to be driven into, to be mended. Staff promoted this creativity by providing appropriate vocabulary and encouraging the children to problem solve.

Some children excitedly recognise the first letters in their names, and those of their friends. Staff support this learning by naming the letters, linking the sound that the letter makes, and by asking the children if they know of other objects that start with the same letter sound. Children have access to a good range of books which they often choose to look at, and enjoy listening to adults telling a familiar story so they can predict what is going to happen next. Children learn that writing has a purpose when, for instance, they write prescriptions in the doctor's surgery and write letters to Father Christmas.

Children confidently count the number of them present at lunchtime and compare this to the number of plates they need. They are introduced to a range of mathematical language especially when comparing the weights of different types of fruit. Children are learning about and recognising shapes when they have access to a table of circular shaped objects and when deciding that a member of staff is wearing a diamond shaped hat.

Children are learning about themselves and the world around them when sharing books about a baby inside mummy's tummy and when asking questions about the leaves falling off the trees in the autumn. They clearly understand that the leaves have died and will come back when the weather gets warmer. They enjoy feeling the texture of autumn leaves in a sand tray and use all their senses when the variety of fruits are cut open for them to touch, smell and taste.

There are few opportunities for children to navigate the local area although, occasionally, one or two of them will accompany a member of staff on a shopping trip or to the library. They learn about technology when capably tuning in a radio, playing with walkie talkies and using a real phone and keyboards during role play.

Helping children make a positive contribution

The provision is satisfactory.

Children are learning about other cultures when they celebrate a variety of festivals and have access to resources that successfully reflect diversity in the wider community. For example, the dressing up clothes, books and dolls represent different cultures and also promote non gender biased play. Overall children's spiritual, moral, social and cultural development is fostered.

Staff work closely with parents of children where there are concerns about possible learning difficulties and/or disabilities. Although they monitor the children's progress through observations, not all children are helped to reach their full potential as the staff team do not seek additional guidance to help them to fully recognise and develop the children's different learning and care needs.

Children in the nursery behave very well. Staff provide calm, positive role models and treat all children with respect. The children understand right from wrong, comfort their friends when they see they are upset and acknowledge that 'I am really nice because I have let someone else have a turn'. The staff team also help the older children take responsibility for their own behaviour when encouraging them to ask for their turns themselves and to negotiate the time spent playing on the bikes.

Partnership with parents and carers of children who receive nursery education is satisfactory. Parents have access to their children's files and to the detailed plans that show what their children are learning but they do not receive specific information about the different aspects of the Foundation Stage and how these activities develop their children's learning along the stepping stones. This limits their understanding of how they can be further involved in their child's learning. All children benefit from systems that have been developed to share written information with parents about their child's day. Parents have access to all the nursery's policies and procedures. However, although a complaints log is maintained, the complaints procedure does not clearly explain how parents can complain or how to contact Ofsted.

Organisation

The organisation is satisfactory.

The nursery shows a significant improvement since the last inspection.

Comprehensive and effective recruitment and induction procedures are now in place. These ensure children are cared for by suitable staff who are appropriately vetted. Staff turnover has reduced considerably which means that, as well as enabling the staff to build a more effective, consistent team, children are able to form close, meaningful relationships with the adults in the setting. This promotes their sense of security and well being.

The leadership and management of nursery education is satisfactory. The new manager has identified training needs within the staff team and all staff have attended courses and workshops to update their knowledge and understanding of all aspects of care and education. The training programme is ongoing and staff are booked on a variety of relevant courses throughout the coming year. This will ensure that staff can build on the knowledge they have and continue to improve the delivery of the service they provide. The manager is also in the process of reviewing all the policies and procedures to make them more relevant and specific to the setting. She has a solid understanding of her role and responsibilities within the setting and ensures staff consistently implement the nursery's policies, procedures and daily routines. She monitors and evaluates teaching, daily practice, and staff performance through observations and team meetings and is developing systems of regular appraisals with individual staff to support them in their professional development. This means staff are supported in their role and there are now clear aims for the provision. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Care

At the last inspection the nursery was judged as inadequate. The setting was asked to ensure that Ofsted are informed of any significant changes; to develop effective recruitment and induction procedures; to ensure all staff are aware of the plan for emergency evacuation of the building and ensure that it is practised on a regular basis; ensure the children are appropriately supervised when visiting the toilets; to ensure all staff are fully aware of the procedures relating to accidents and medication and that all accidents and the administration of medication are recorded accurately; to develop the staff's knowledge and understanding of child protection procedures and to implement effective systems to promote the welfare and development of children with learning difficulties and/or disabilities.

Management now keep Ofsted informed of any significant changes and have developed effective recruitment and induction procedures, this ensures that the children are cared for by suitable, qualified and experienced adults. Children are protected because they are always accompanied to the toilet and practise the fire drill regularly. In addition, all staff are now fully aware of medication and accident procedures and have attended child protection training. Systems have improved relating to the care of children with learning difficulties and/or disabilities but this area of care requires further development.

Nursery education

At the last inspection the quality of nursery education was judged as inadequate. The setting was asked to develop the staff's knowledge and understanding of the Foundation Stage curriculum and of effective teaching methods; to ensure planning sufficiently covered the breadth of the Foundation Stage curriculum; to implement a system to monitor children's progress and use that information to inform planning and to implement effective systems to monitor the quality of the curriculum. The staff now have support from the Early Years service who have worked closely with the manager and team to address these issues. They have undertaken training to develop their knowledge of the Foundation Stage, their planning, observations and evaluations and how to implement the curriculum effectively. This input had had a significant impact on the quality of nursery education provided and children are progressing well in their learning. Staff's skills are developing, however there are still areas that require some improvement such as their understanding of the purpose of the activities that are provided and teaching methods to ensure all the children's learning needs are met.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- provide more opportunities for children to develop their independence and self help skills, especially at meal and snack times and when selecting their own resources
- provide a balance of child initiated and adult led activities to enhance the children's learning and to encourage them to experiment and explore
- ensure the complaints procedure clearly explains how parents can complain and contains up to date contact details for Ofsted

- develop systems to promote the care and learning needs of children with learning difficulties and/or disabilities by establishing links with other professionals for support and guidance.

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 the staff's understanding of the purpose of planned activities and ensure that the different learning needs of all children are taken into account
- ensure parents are fully informed of all aspects of the Foundation Stage curriculum.

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