



Nicki Day Nursery

Inspection report for early years provision

Unique Reference Number	EY287524
Inspection date	11 December 2006
Inspector	Debra Davey
Setting Address	190 Southampton Way, Camberwell, London, SE5 7EU
Telephone number	07944 472 205
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Registered person	Nicole Bennett
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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Nicki Day Nursery registered in 2004 and operates from the ground floor of a detached house which is situated on the main road in Camberwell, London. There are shops and a park nearby. Children have the use of two rooms and outside garden. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

There are currently 20 children aged from six months to five years on roll. Children attend on a full and part time basis. Of these, none currently receive funding for early education. Children come from the local area, as most of their parents travel to London to work or go to college.

The nursery supports children with disabilities and also supports children who speak English as an additional language.

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

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are healthy in the nursery through good procedures. For example, the procedure for nappy changing ensures that children are well protected from cross infection as staff use gloves and hygiene spray routinely. However, the area for nappy changing is cramped and lacks ventilation; therefore the area, which is adjacent to the kitchen, does not always smell pleasant. Some staff are trained food handlers which ensures that nursery meals and snacks are prepared and served in a hygienic way. In addition, the nursery and play materials are kept clean through the daily routine and procedures which are understood well by staff. Children are given clear explanations as to why hand washing is important before mealtimes and when using the bathroom. In this way, children are well supported as they learn how to keep healthy.

Children are well nourished because the lunch menu includes fresh fruit and vegetables as well as dishes from other cultures. They enjoy a good variety of snacks served by staff such as fresh fruit and toast. In this way, children have the opportunity to discuss the fruits and explore new tastes. Children are well hydrated because drinks are freely available in the classrooms and their independence is well fostered as they select their own water beakers and pore their drinks, during the play sessions.

The outdoor play area is currently being refurbished to allow for a range of robust physical activity on the large apparatus as well as a roadway for child sized cars and bicycles. Children are well protected in the event of an emergency because sufficient staff are qualified in first aid. There are also clear procedures for accident reporting and medications to ensure that parents are well informed.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The play areas for children are generally well organised to enable them to move around safely and freely select from toys and play materials stored at their level. However, the organisation of the baby room does not utilise all of the space available or allow babies free movement. The staff team have conducted a risk assessment of the outdoor area, which is currently being refurbished and children do not use the area at present. This ensures that children are kept safe from the danger of building works. Also, there are appropriate outings and lost child policies in place to ensure that children are well protected when visiting places of interest in the local community.

Children are kept safe from harm and abuse because all staff have recent training in accordance with safeguarding children guidelines and the manager is the point of contact with professional and outside agencies, to ensure that children are well protected. There is a safeguarding policy statement which is shared with parents in the parent/carer handbook and issues relating to safeguarding are discussed during staff meetings to ensure that staff have a good understanding of their responsibilities.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are cheerfully welcomed into the nursery by staff who know them well. As a result children develop warm and caring relationships with each other and with adults. Activities are planned for babies ensuring a reasonably good balance between free and structured play but the variety of activity for the younger age range is limited. However, staff have started to use the Birth to three matters framework to record children's achievements which underpins the planning of activities.

Nursery Education:

The quality of teaching and learning is satisfactory. Children are making progress through the stepping stones to the early learning goals. Staff are secure in their understanding of the Foundation Stage of learning from recent training. Written observations record children's individual achievements but this information is not currently used well to inform planning for the next step. Overall, staff work well as a team, fostering positive relationships with children to help them learn. In particular, staff are skilled at listening to the children and responding to their needs. As a result, children and staff engage in fruitful conversations during activities and children confidently initiate conversations with adults.

Whilst some play areas are organised well to accommodate the different ways children learn; areas for role play are not made inviting enough to enable children to successfully initiate their own imaginative play, for instance in the home corner area. However, adult led activities, such as acting out the Snow White story, are well planned and successfully foster children's creativity, which contributes to their progress.

Children behave well because the nursery is homely, relaxed and calm; they concentrate well on group activities such as matching games and puzzles, enjoying the concentrated efforts of staff who support them in their learning. They engage successfully in co-operative play, for example, when they share resources when making Christmas decorations. Children make good progress in their understanding of letters and enjoyment of books and have made attractive displays using their own mark making techniques. They show particular confidence when writing their own names and are able to identify labels of products from shopping lists they have made. Children learn to count during every day activities and are able to predict, for example, how best to assemble the Christmas angel figures. They learn about quantity and amounts when measuring ingredients for mixing their own paints and filling different sized containers with glue. Children develop well physically when freely selecting and using materials, such as puzzles, small and large bricks and construction equipment. However, there are too few opportunities for children to explore their creativity through freely chosen malleable materials, sand and

water. They enjoy regular visits to local areas of interest, for example, through regular visits to the library which helps them learn to value and respect the books in the nursery. Children learn about technology when using the tape recorders and the computer, and show emerging confidence when using tools such as scissors independently.

Helping children make a positive contribution

The provision is good.

Children are happy and settled in the nursery and show a sense of belonging through their developing self assurance. They are delighted to see their friends when they arrive, greeting one another with smiles, hugs and lots of conversation. Their individual needs are met well as staff follow positive links with children's own culture and language, for example, using sign language for non verbal children to support them and ensure good communication. Resources, such as bi-lingual books and posters, further support this aim and ensures that all children are fully included in the life of the nursery. Although there are no children currently attending who have been identified as having learning difficulties and disabilities, there are systems in place to ensure that such children are fully integrated.

Children behave well in the setting because they care about one another, for example, older children show concern and support younger children when they learn to spell their names. Adults manage children's behaviour in a way that is appropriate to each child's age and understanding. For example, rules of the nursery are discussed with older children and staff have made a colourful chart to act as a reminder. As a result, children know not to run in the nursery and to be kind to others. This means that social, moral, spiritual and cultural development is fostered appropriately.

Partnership with parents and carers is good. They are well informed through a detailed parent handbook, regular newsletters and daily contact sheets. They are encouraged to become involved with their child's learning through topics and themes and there are opportunities for them to join in, for example, with outings or social events to enable them to get to know other parents and families. The recent introduction of a parent forum has enabled parents to support staff in their aims and for staff to appreciate the views of parents. In this way, staff and parents have worked well together to achieve the all round improvement of the nursery since the last inspection.

Organisation

The organisation is satisfactory.

Children benefit from smooth day to day management and are protected by effective procedures. For example, staff and volunteers undergo suitability checks before starting work at the nursery. Staff are generally well qualified as half of the staff attending have achieved a level 3 qualification in childcare and the remainder are working towards this aim as part of the nursery action plan from the last inspection. The nursery is led and managed by the nursery owner who also attends to the administration, to ensure that documentation is well organised and complies with regulations.

Leadership and management of the nursery education is satisfactory and staff work well as a team to ensure that children make sound progress through the stepping stones to the early learning goals. Adults are well deployed to ensure that children are supervised and their learning supported. Plans to promote a satisfactory programme of activities for children are regularly updated and shared with parents.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Improvement since the last inspection has been good overall. The provider was served with a notice of action to improve and given a period of time to enable the setting to carry out their action plan, in line with the requirements of the National Standards for Day Care. As a result, the provider has made sufficient improvements to the premises, organisation and documentation in order to ensure that standards are met and outcomes for children are satisfactory.

Complaints since the last inspection

Since registration 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):

- improve the ventilation in the nappy changing area.
- evaluate the organisation of the baby room to ensure that children have use of the available space and can move around safely.

- improve the planning of activities for children under two years to ensure a broad range of activity to support children's development based on their individual needs.

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):

- improve the quality of the provision in the children's role play area to support child initiated learning.
- improve the range of freely selected tactile materials, such as sand, water and dough to foster children's creativity.
- ensure that observations of children's progress are used well to inform planning

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