



Green Lane Pre-School "The Annexe"

Inspection report for early years provision

Unique Reference Number	EY291991
Inspection date	19 December 2005
Inspector	Marilyn Rosemary Peacock
Setting Address	508 Green Lane, Ilford, Essex, IG3 9LH
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Registered person	A.M.A.B. Limited
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Green lanes the Annexe is one of two nurseries run Kay Hackett and Lisa Hayes. It opened in 2005 and operates from three large rooms in a converted house. It is situated in a residential area on the outskirts of Ilford.

A maximum of 24 children may attend the annexe 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.

The nursery supports children with special educational needs, and those who speak

English as an additional language.

The nurseries employ 23 staff. Most of which, including the manager hold appropriate 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 everyday routines. They practice self care skills when they wash their hands after using the toilet and before meals. Nappy changing routines are effective in preventing the spread of infection because staff are vigilant, ensuring they wear disposable gloves and aprons for nappy changing therefore sustaining high levels of hygiene and help to prevent the spread of infection.

Children learn about the importance of a healthy diet. They enjoy healthy meals and snacks which take account of their individual dietary needs. They choose from a selection of fresh fruit and raw vegetables as a snack. Lunch is balanced, well presented and nutritious which contributes to children's understanding of healthy eating and promotes understanding of foods which are good for us. All children have drinks available at all times and are offered drinks regularly throughout the day. Staff are well informed of children's individual dietary needs and preferences which ensure children remain healthy.

Generally children are enthusiastic about outdoor play as they enjoy the fresh air. They understand they need to put their coats and gloves on to keep them warm when it is cold outside. However, outdoor play is not used effectively to help the youngest children's develop an understanding of growing and developing.

Children's welfare is safeguarded because most staff have up-to-date first aid knowledge in the event of any accidents and appropriate procedures are in place if children are unwell.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a well maintained environment. The play rooms are bright with colourful displays of children's work and areas are well-organised for children's play. The open plan design promotes children's independence and ensures staff are able to supervise children easily in all areas of the play room.

Children have access to a broad range of toys and equipment which are appropriate for their ages and stages of development. They are of good quality and checked regularly by staff to ensure they are suitable for the children to use. Toddlers are developing a good understanding of safe practices. They are encouraged to tidy toys and equipment away after use "so children do not trip on them". This helps children

to take responsibility for keeping themselves and others safe.

The environment on the whole is safe. There are good procedures in place to protect children from being collected unauthorised persons. The front door is locked and visitor's sign in and out of the building keeping children safe and ensuring that no un-vetted visitors have access to the children.

Children are safe in play rooms because staff carry out visual checks of the premises at the start of the day and take steps to minimise any risks observed. Managers carry out risk assessments of the nursery building indoors and out to identify and minimise risks but they do not record their findings.

Children's welfare is protected because most staff have a satisfactory understanding of child protection. The setting has written procedures to safeguard children which are known to staff. Children practice emergency evacuation procedures regularly helping them understand the steps to take should there be an emergency.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

On the whole children enjoy their time in the provision. Toddlers are confident in the setting and are developing good relationships with each other and the staff. They play happily and are developing a sense of belonging as they learn about the group's routines. They know they have to line up for outdoor play, wash their hands before snack and help at tidy up time. They confidently select activities and resources that interest them and are motivated to learn. They chat happily about what they are learning, taking the lead from some skilful questioning from staff. However, achievements are not recorded systemically therefore children's next steps are not sufficiently planned for.

Play experiences are not so good for the youngest children that attend. Babies settle well because staff are caring and welcoming. Staff greet children when they first arrive and are interested in what the children have achieved at home. However, they do not provide children with a full range of play and learning experiences. Planning is simply a list of activities which does not offer staff guidance on children's individual learning and consequently they are unsure of the outcomes for the children. Resources are not readily available and staff often over direct children's activities particularly during creative activities. Systems to record children's progress are not fully implemented by staff. Therefore, children's progress is inhibited.

Helping children make a positive contribution

The provision is good.

All children are welcomed warmly into the nursery. Staff and children have good relationships. Staff know children well and take positive steps to meet their individual needs which helps children settle and builds their confidence and self-esteem. Effective measures are in place to ensure children who may have special educational

needs are identified and that appropriate support is available.

Resources which represent diversity and provide positive images of gender, race, colour and ability are generally used well by the staff to promote equality. This helps children develop understanding and respect for others. Children participate in a broad range of activities to promote different times of celebrations for example; Eid, Chinese new year and Christmas.

Children are well behaved and polite. They understand what is expected of them and are learning right from wrong because staff talk to them about why certain behaviours are not acceptable. Staff use lots of praise and encouragement to promote acceptable behaviour, they set clear boundaries which are promoted consistently. Children are helped to understand appropriate behaviours with the help of stories, displays and posters.

Parents of babies receive written information on their child's day. Informative notice boards display current planning and information on topics the children are following. Regular news letters keep parents informed of any changes and share times of celebration.

Organisation

The organisation is satisfactory.

Clear procedures are in place to ensure all adults are checked. New staff complete an in depth induction programme helping to ensure ensuring children safety by the effective implication of the operational plan. Training needs are identified through annual staff appraisals and at regular room meetings therefore, staff have good opportunities to improve their knowledge and understanding of child care practice by attending training regularly. The setting meets the needs of the range of children for whom it provides. Staff ratios are maintained at all times and staff deployment is generally effective.

Generally all the documents, policies and procedures are in place for the safe and effective running of the nursery.

Systems to monitor the quality of teaching and to identify strengths and weaknesses in planning and delivery of the curriculum are being implemented. But, they are not effective in improving the outcomes for the youngest children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since 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

THE QUALITY AND STANDARDS OF THE CARE

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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):

- implement procedure that ensure children's achievements are recorded and the information gained used to plan the next steps for children development.
- improve the outcomes for children under three by implementing a framework in line with the Birth to Three matters framework.
- develop the staffs understanding of the Birth to Three matters framework.
- ensure a written record is kept of any risk assessments. The record should include information on the risk identified and steps taken to minimise risks.
- implement effective procedures to monitor and improve the delivery of play and learning experiences for children that attend.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk