



## ABC Day Nursery Group

Inspection report for early years provision

<b>Unique Reference Number</b>	129002
<b>Inspection date</b>	27 November 2006
<b>Inspector</b>	Silvia Richardson / Brenda Claire Wint-Omereye
<b>Setting Address</b>	1 Melfield Gardens, London, SE6 3AH
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<b>Registered person</b>	ABC Nursery Group
<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 inadequate - notice of action to improve. The registered person does not meet 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?

ABC Nursery in Beckenham was registered in 1995. It is located in Melfield Gardens just off Beckenham Hill in London SE6. The nursery accommodation is a prefabricated single story building, which is adjacent to the Beckenham Hill railway line and close to all local amenities. The areas used by the nursery comprise of five group rooms, children's bathroom/changing area, kitchen, staff room and office. There is a fully enclosed area for outdoor play. The nursery opens Monday to Friday from 8.00 to 18.00, 51 weeks of the year, closing for bank holidays and one week at Christmas.

The nursery is registered to provide care for 38 children aged under five years at any one time. The nursery offers full- and part-time places and there are presently 33 children on roll, of whom 13 are three and four year olds in receipt of nursery education funding. There are currently

no children on roll with disabilities or children for whom English is an additional language. Over half the staff, including the manager, have early years qualifications to NVQ level 2 or 3.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is inadequate.

Children are well nourished, because they have suitable meals prepared and cooked using fresh ingredients. All children are able to enjoy their meals, because individual needs are catered for well and respect the wishes of parents. Children enjoy an active lifestyle, because they are offered an appropriate range of physical activities both inside and outside. However, children's skill acquisition is limited and they are not sufficiently challenged, because learning intentions for physical activities and the adults' role in children's learning are not clear.

Babies are mobile and actively explore their environment through crawling and toddling, as their room is well set out to encourage free movement. However, floors are not hygienically maintained to promote their welfare, as adults wear outdoor shoes when walking through the baby areas. Skirting, fans, the walls behind pipes and paintwork are dirty and dusty, because suitable arrangements are not made for regular, thorough cleaning. Weekly cleaning routines are not effectively promoting the health and welfare of babies and toddlers, as toys are not thoroughly cleaned before they are sterilised.

Elsewhere in the nursery, floors, skirting and areas to the side of kitchen appliances are dirty and grimy, increasing health risks to children. Babies' welfare is not fully promoted, because inaccurate records are kept of care routines. Babies and toddlers have limited opportunities to practise good personal hygiene habits, as they are not taken to wash their hands prior to handling food at snack times. Not all beakers and bottles or food offered as snacks, such as dried fruit, are kept covered, risking contamination from airborne germs.

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

The provision is satisfactory.

Babies play on the floor and move around safely, because they are appropriately supported and supervised. They safely access a good range of toys and play materials, because these are well set out at floor level, so that they can reach and select items. Adults ensure young babies are strapped in chairs, helping them to stay safe while feeding. They monitor sleeping babies regularly, ensuring they are safe, although adults are not keeping accurate records, accounting for times babies are checked.

Some suitable measures are in place promoting safety in the setting, such as good use of gates across doorways. There are some potential hazards though, such as a trailing hose pipe on the ground just outside a fire exit and spills from water play are a potential slipping hazard, because they are not mopped immediately. Children use toys and play materials appropriately, because they are well supervised. Adults sit with children while they are playing at tables and on the floor, guiding them through rules for safe play, such as not throwing things.

Children move around the setting safely because they are escorted in an orderly manner, promoting their safety. Children's learning about safety issues is not fully promoted, because they are not encouraged to pick up toys off the floor, to avoid tripping hazards. They practice fire drills regularly, so they know what to do in the event of emergency evacuation. Children are kept safe should child protection concerns arise, because adults understand the importance of reporting.

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

The provision is satisfactory.

Babies play happily on the floor because they are surrounded by lots of interesting toys, stimulating and motivating their interest. They easily reach out and select items, play purposefully and constructively, because adults sit with them on the floor providing appropriate attention and support. Babies are generally content and settled, because their care routines meet their individual needs. Young children are also happy and settled in their group rooms, because key workers provide consistent care and routines. Children enjoy a sense of belonging, playing well and co-operatively in small groups.

Children enjoy a good variety of play and learning experiences, because the schedule of activities is well balanced to meet their needs. Children access an excellent range of resources, so that their interest in play and learning activities is well sustained. Adults sit with children while they play, providing a reassuring presence. However, children's opportunities to develop new skills are limited, because adults provide insufficient guidance to stretch and challenge children. Children's language development and understanding of concepts is also limited, because adult input is low.

Nursery Education.

The quality of teaching and learning is satisfactory.

Adults working directly with children have very little knowledge of the early years curriculum. They need significant guidance to ensure children have a balanced programme of activities, so that they cover all six areas of learning. Adults sit with children while they play, but have little understanding of how to enhance children's learning experiences. They ask few questions to make children think and interaction with children insufficiently addresses learning outcomes, because adults are not clear about what these are. Children are making reasonable progress, because the nursery manager is able to influence children's learning, through her own sound knowledge of the sorts of activities children need.

Children enjoy the resources available for maths development, so that they count in sequence, talk about numbers and match shape, size and colours when doing puzzles. They have some good opportunities to use writing and drawing mediums, so they can practice mark making and letter formation. Children have opportunities throughout the session to enjoy books and see written words as signs and labels. Children's knowledge and understanding of world is developed through handling natural materials. They enjoy planting and growing, such as sunflowers, helping them to learn about the requirements of living things. Children's development of keyboard skills, use of mouse and PC are limited, because ICT resources are not working.

Children's development of creative skills are enhanced by some daily opportunities to experiment with different mediums, such as paint, clay and play dough.

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

The provision is satisfactory.

Children behave well in the setting because adults consistently encourage desired behaviour. They guide and support children to move around appropriately, so that they form orderly lines and are able to participate in group activities. Children are encouraged to wash their hands, clean their teeth and serve themselves at the table, so that they practice and develop some independence skills. They are learning social skills and rules for acceptable behaviour, so that they are able to share resources and take turns. Children are made very welcome and develop a real sense of belonging, because group care is well organised.

The setting is prepared to work with children with learning difficulties, although there are currently none on roll. Children with specific medical needs receive appropriate care, because some good written information is available to support their needs in the setting. However, consideration is not given to how children's medical conditions may affect their learning. Children develop a positive identity and feel good about themselves, because the setting reflects diversity. Children have good opportunities to appreciate differences, as they have access to a range of resources, including a good range of books, portraying positive images. Children's spiritual, moral, social and cultural development is fostered.

The quality of partnership with parents and carers is satisfactory.

Relationships with parents are well established, so that they are able to make a positive contribution. Parents and carers feel able to make comments and raise issues, because management are available and approachable. Some useful written information is made available about the setting, children's activities and routines, so that parents and carers are familiar with the provision and clear about expectations. Some of the daily reports made about babies' routines are not entirely accurate, so parents are not fully aware of what babies have eaten and how long they have slept. Appropriate records are kept about children's progress and development and these are shared periodically with parents and carers, so they are aware of children's attainments.

### **Organisation**

The organisation is satisfactory.

The setting is well organised so that children play and learn in key groups, affording consistency and stability. Children have access to a wide range of resources, because these are attractively organised and arranged in each group room, within easy child reach. Children select and choose what they want to do and what they wish to play with, because resources are sorted into sets and of sufficient quantity for satisfying individual and group play experiences.

Children receive appropriate attention and support while they are playing, because adults are generally well deployed. Most adults are very able in the routine care of children, but some adults are more knowledgeable than others, in enabling children to practice and acquire skills

through play activities. Children experience varying degrees of input to their general knowledge and learning, because some adults are better trained to work effectively with children to promote their learning. All adults are appropriately vetted, ensuring their suitability to work with children.

Records, policies and procedures are in place and most of these effectively support the efficient running of the nursery. The greatest shortfall is with health policies, specifically the arrangements for cleaning and the maintenance of hygiene of the premises, equipment and toys. As result, the risk of spread of germs and infection is increased and current practice is not effectively promoting the health and welfare of children. Overall, the setting meets the needs of the range of children for whom it provides.

The quality of Leadership and Management of the nursery education is satisfactory.

Adults working directly with children in receipt of funding for nursery education demonstrate little knowledge and understanding of the Early Years Curriculum. However, the nursery manager is an effective leader in this area, so that children engage in a balanced range of activities covering the six areas of learning. The nursery manager currently oversees the learning outcomes for children, so that they are making some progress and acquire skills. However, insufficient guidance is available to adults working directly with the children, so they are unclear about the purpose of activities and what it is hoped children will achieve. Children are not stretched and challenged, because adults are not instructed on the sorts of questions they could be asking children and the language and concepts they could introduce to activities.

Management's current focus in the setting is very much on suitable deployment of adults, possessing appropriate knowledge and skills, to designated age groups of children. Management demonstrates the ability to identify the strengths and weaknesses of the adults working with the children and those of the setting, so that improvement is achievable. There is an on-going commitment to staff training, helping to build key skills, so that adults become increasingly more effective in engaging children in learning processes. Leadership and management is effective in promoting caring attitudes towards children, so that children are happy, secure and confident learners.

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

Since the last inspection some improvement is made to the role play area, to stimulate children's interest and imagination. This is achieved by changing themes, such as a pet shop, toy shop and restaurant, so that children have a variety of role-play learning experiences. The planning and provision of opportunities for children to develop physical skills is improved, so that they have regular use of balancing and climbing equipment, both inside and outside. Risk assessments are carried out and action taken, ensuring adults supervise children closely when playing and using equipment. Staff are more appropriately deployed, so that they promote the welfare, care and learning of children, specifically in the baby room. These improvements ensure babies are cared for by trained staff, so that care routines meet individual needs. Written records are kept, signed and dated by parents, of all medicines given to children, promoting children's welfare.

At the last inspection an Action was also agreed to ensure hygiene standards in the nursery promote the good health of children, particularly in the baby room. Some improvements are made, so that babies drinks, meals and snacks are hygienically prepared in the kitchen. Cleaning routines are introduced, including sterilising babies' toys, but these arrangements remain inadequate, because toys are not washed thoroughly, to effectively minimise spread of infection and germs. Cots are replaced and new changing mats available, improving cleanliness for babies and promoting their welfare.

### **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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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, the registered person **must** take the following actions:

- promote the good health of children and take positive steps to prevent the spread of infection, with particular reference to cleaning of the premises, equipment and toys
- promote the good health of children and take positive steps to prevent the spread of infection, with particular reference to babies' hand washing routines, covering of food, beakers and bottles and keeping accurate records of babies' care routines

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### **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):

- provide resources for ICT and develop children's practical skills with keyboard and mouse

- improve staff knowledge and understanding of learning intentions and outcomes for activities, in all six areas of learning

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](http://www.ofsted.gov.uk)