



## Cybertots On The Green

Inspection report for early years provision

<b>Unique Reference Number</b>	EY281374
<b>Inspection date</b>	06 December 2006
<b>Inspector</b>	Daphne Prescott
<b>Setting Address</b>	2a Drayton Green, West Ealing, London, W13 0JF
<b>Telephone number</b>	020 8997 3990 or 07810 888404
<b>E-mail</b>	info@cybertotsvillage.com
<b>Registered person</b>	Cybertots Limited
<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?

Cybertots on the Green is one of three nurseries privately owned. It opened in 2004 and operates from two rooms in a purpose built building in Drayton Green in the London borough of Ealing.

A maximum of 38 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00, 51 weeks of the year with the exception of bank holidays and three staff training days per year. All children share access to a secure enclosed outdoor play area.

There are currently 37 children aged from under five years on roll. Of these six children receive funding for nursery education. Children come from the local and wider community. The nursery supports children with English as an additional language.

The nursery employs 11 staff, of these six including the manager hold appropriate early years qualifications and three of the staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted as the premises are maintained to a satisfactory standard of cleanliness. They are learning about personal hygiene through daily routines. For example, most children know to wash their hands after using the toilet and before they eat. The suitably equipped bathroom allows them to maintain good personal hygiene practices. For example, liquid soap and paper towels are available to use. In addition, children clean their teeth after lunch. Effective procedures, such as staff consistently wearing disposable gloves for nappy changing, sustain good levels of hygiene and prevent the spread of infection to help protect children. Policies and procedures are in place for managing accidents and administering first aid to ensure children's wellbeing. However, the recording of administering children's medication lacks the necessary details and this could comprise children's safety. There are effective procedures in place which ensure children with allergies are well protected. For example, there are very clear written details to be followed in case of an emergency.

Children enjoy nutritious and balanced meals, for example, at lunch time they enjoy jacket potatoes, cheese and ham topping with baked beans. Children sit together around the table at meals times, which creates a social atmosphere in which social skills and good manners are promoted. Their individual dietary needs are clearly known, and followed by the cook and staff. They take account of parents' wishes about the care of their children and of allergies and food preferences. Children are offered water at snack and lunch time. Some children are encouraged to pour water for themselves or help themselves to snacks. However, their independence is not sufficiently promoted because they are not encouraged to use the water cooler to help themselves to drinks, or serve themselves at snack and lunch times as staff usually serve the food.

In suitable weather children enjoy fresh air and exercise as they participate in outdoor play. Young children and babies are developing new physical skills as they participate in the weekly music sessions and physical play in the garden. Older children show great delight and excitement when playing outside as they are having fun running around freely in the play area. Children have use of large climbing apparatus where they have the opportunity to develop their climbing skills. Children use small equipment available throughout the session skilfully. This includes using pipettes with play dough and completing puzzles unaided.

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

The provision is satisfactory.

Children benefit from the welcoming surroundings as staff greet them and their parents warmly, helping children to feel secure and content. The walls are displayed with posters and children's art work providing a warm welcome for children. Children have access to a satisfactory range

of developmentally appropriate toys and resources. In the baby room the toys are laid on the floor, inviting and enticing babies to play. They benefit from all the appropriate equipment being in place for them to eat rest and play in comfort. However, space in the older children's play room is not used effectively to meet the needs of all the children attending. As a result children's learning is hindered. For example, the home corner is not very well organised and not presented well to encourage children's imagination.

They are cared for in a child focused environment where risks are identified and reduced to safeguard the children. For example, detailed risk assessments are completed and staff check the garden daily to ensure that it is safe for the children to use. Staff have developed fire evacuation procedures. The emergency evacuation plan is practised regularly, to ensure that all children are escorted to safety quickly, should the need arise. There are security systems in place, for example, parents buzz the main gate to gain entry into the grounds of the nursery. However, the door to the entrance of the nursery is not always locked and the lock is low level and this has a impact on children's safety.

Children's wellbeing is protected because staff have a clear understanding of their role in relation to child protection issues. They know the indicators of abuse and the procedure to be followed for reporting concerns.

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

The provision is satisfactory.

The children play and learn in two age groups. Most children arrive happily at the nursery and separate confidently from their parent. They quickly access the activities available to them. Positive relationships are beginning to be formed between children and they respond well to staff when they become involved in their play. However, not all the younger children are engaged, involved and learning at group times because the group is rather large. In addition, older and younger are together at these times so they cannot be pitched to ensure that younger children are able to follow the story or discussion, which means not all of the children's needs are being met.

Young babies are nurtured in a warm and comfortable environment, in which they are relaxed and contented. The affectionate and gentle care given by staff enables them to develop a sense of belonging and trust. Good eye contact is given to babies, and plenty of cuddles so that babies understand that they are valued by, and important to, their carers. Staff are beginning to make use of the Birth to three matters framework to plan a varied range of activities and experiences. Young babies are becoming competent learners, as they self-select activities, such as drawing and placing one crayon at a time into a container helping to increase their manipulative skills. They are beginning to explore their sense as they fill up the containers and listen to the rattling noise that the crayons make. They enjoy looking at books and pointing to the pictures. Babies are beginning to become skilful communicators as they are beginning to develop their vocabulary and communication skills as they gurgle and make gestures to make their needs known. They have fun as they listen to the music being played in the background, babies bob up and down, they giggle and smile when they recognise a nursery song being played.

## Nursery Education

The quality of the teaching and learning is satisfactory. Staff demonstrate an understanding of the Foundation Stage, and stepping stones. Planning is detailed, covering all areas of learning. Staff observe children's progress regularly through observation. Staff record information on what children can do. However, they do not always evaluate and assess children's progress and do not plan the next steps in children's learning. The children develop positive relationships with the staff who involve themselves in the children's play. However, some staff are more skilled than others at doing this and some staff are less knowledgeable in questioning children to extend their learning.

Children can communicate well and are they able to listen to others and contribute their own ideas. However, the organisation of group times does not support this. Children have satisfactory opportunities to develop their independence skills as part of the daily routine. For example, more able children visit the toilet independently and all children tidy away activities and toys. However, independence is not always encouraged, for example, helping to set the tables at snack time. Children are beginning to learn to be thoughtful towards each other as they understand about taking turns and sharing.

They recognise their own names on cards and independently place their name on the Christmas tree, helping children understand that labels and print carry meaning. Children have opportunities for early mark making, for example, through drawing and using charcoal. However, there are too few opportunities for children to write for a variety of purposes. Children are not encouraged to write their own names on their work and staff do not give sufficient attention to linking letters to sounds. Children access books independently and enjoy staff reading a story to them individually. Some children listen with great delight to the ginger bread man story. They giggle with excitement and enjoy the repetition of the story and actively join in.

Children have regular opportunities to name different shapes and colours. Children are learning the concepts of simple number operations through everyday situations and learning to count numbers one to 10. They are beginning to use language to describe and compare shape and size. However, there are few opportunities for children to experience measuring volume and capacity through practical activities, such as sand and water activities. Children are learning about opposites, as they pair cards together and talk about the large and big balls. They are beginning to learn about their own culture, and those of others, through the celebration of a range of festivals throughout the year and talking about the different parts of the world. They have access to communication technology. Children relish in playing with the torches shining the torch on the ceiling and they enjoy playing underneath the table as they discover the difference between light and dark.

They are beginning to develop their imagination when acting out simple storylines and role-play together. For example, they have fun pretending to cook as they turn the knobs on the cooker and stir the ingredients in the pan. However, children's imagination is not developed further as the home corner lacks props which would help extend children's imagination and learning. There are regular opportunities to explore music and movement, which children enjoy. Children enjoy singing and moving creatively to music and they are learning about rhythm and pitch. They can sing simple songs from memory and they participate actively at singing time.

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

The provision is satisfactory.

Children from different backgrounds are welcomed into the setting. They receive individual care because their needs and circumstances are well known to staff. There is a key person system in place so children are mostly happy and secure. However, new children do become unsettled at times as early in the morning the staff-child ratios are not being met and therefore some children are not receiving the attention that they need to help them settle well.

Children generally relate well to each other, they are beginning to learn to share and take turns. Children learn the boundaries of acceptable conduct in ways that they can understand, as staff use age-appropriate and positive strategies to manage any difficulties that arise. They are respected as individuals and are given appropriate praise and support to enhance self-esteem and confidence. Staff speak kindly to the children, and support is given to children when they appear unhappy. This positive approach fosters children's spiritual, moral, social and cultural development.

Through planned activities they have opportunities to celebrate various festivals. Children and staff come from different ethnic backgrounds which provide opportunities to extend children's understanding of diversity. They have activities and celebrations to mark different festivals. A recent celebration of Diwali was marked by children having Diwali treats for lunch. Children with learning difficulties and disabilities are welcome in the nursery. Staff have a positive attitude towards this area of childcare. The manager is aware of her responsibility as a service provider to act in the best interest of a child. There are several children attending for whom English is an additional language, children are fully supported as staff help children to settle in by speaking to them in their own language.

Children benefit from the friendly interaction between staff and parents. Detailed information about the nursery and the service it provides is available for parents. This includes the policies and procedures. Regular newsletters are produced, and a notice board is in place displaying information for parents. Staff obtain detailed information about each child's interests and individual needs from parents to ensure that children receive the appropriate care. Parents can discuss their child's progress with the staff at any time. Parents said that they are happy with the daily information they receive on their child's day at the nursery.

Partnership with parents and carers of children who receive nursery education is satisfactory. Regular news letters are issued to keep them informed of events and plans. Parents spoken to on the day of the inspection spoke highly about the nursery. They are happy with the educational progress their children are making and information about the curriculum is shared with parents.

## **Organisation**

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. The manager is committed to the promotion of quality childcare and encourages staff to increase their skills through further training. Support is given to staff, both informally on a daily basis and formally through staff appraisals and regular curriculum planning sessions. Children are generally busy and learning,

they are confident and relate well to the staff and the staff team work well together, and focus on the needs of the children. However, there are weaknesses in staff's knowledge and understanding of how to evaluate and assess children's progress and how to organise group activities and space within the room to maximise children's learning. The nursery welcomes support from advisory teachers to implement the Foundation Stage of learning and advice of the local authority special educational needs co-ordinator.

Staff work well with parents to ensure they have a good knowledge of children's individual needs. Children's health and individual needs are well met by the nursery as they have appropriate records in place to support their understanding of each child. However, first thing in the morning there are inadequate staffing levels which mean children's individual needs are not always being met.

Children's welfare is safeguarded as most of the required records and documentation are in place to ensure the smooth day-to-day running of the setting. The written policies and procedures practised by staff also help ensure children's wellbeing and protection. The setting is meeting the needs of all the children for whom it provides.

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

At the last care inspection the provider agreed to ensure that the child protection procedure includes details of procedures to be followed in the event of an allegation being made against staff or volunteers and ensure staff have knowledge and understanding of this procedure. Ensure that the written complaints procedure includes the address and telephone number of the regulator and ensure that there is a named deputy in place.

The child protection procedures include details of procedures to be followed in the event of an allegation being made against staff or volunteers and staff are aware of this procedure which helps towards protecting children. The complaint procedures include Ofsted contact details, therefore, parents are aware of who to contact if they wish to make a complaint for the safety and welfare of children. There is a named deputy to take charge in the absence of the manager to ensure that children are well cared for.

### **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

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 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):

- ensure that the appropriate information is recorded for administering children's medication
- improve the organisation of the space in the older children's play room, to enable children to develop their learning (also applies to nursery education)
- ensure that the front entrance door is secure at all times and that children are unable to leave unsupervised
- ensure that group activities are organised to meet the needs of all children (also applies to nursery education)
- ensure that the staff-child ratios are maintained.

#### 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):

- increase staff's knowledge and understanding of the Foundation Stage and the stepping stones to improve the range of teaching and questioning techniques to make improvements in all areas of the nursery education programme
- improve the evaluation of children's progress and implement an assessment system to identify and plan the next steps in children's learning
- provide daily opportunities to develop children's independence
- provide a range of activities to fully incorporate the 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)