



Victory Nursery (Angell Town)

Inspection report for early years provision

Unique Reference Number	EY303592
Inspection date	11 December 2006
Inspector	Lorna Lorraine Hall
Setting Address	St John's Church Hall, Angell Road, London, SW9 7PF
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Registered person	Christian Victory Group I Care Projects Committee
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 good.

WHAT SORT OF SETTING IS IT?

Victory Nursery (Angell Town) is one of two nurseries under the same management. It opened in 2005 and operates from a purpose built premises. The nursery serves the local area. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00. All the children share access to a secure enclosed outdoor area.

There are currently 47 children aged three months to five years on roll. Of these, four children receive funding for early education.

The nursery receives support from the Early Years Development and Childcare Partnership.

More than 50% of the staff team hold appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn to understand personal care through effective hygiene practices that are consistently carried out. Babies use wipes to clean their hands before handling food. Staff are positive role models and ensures that the premises are hygienically maintained. Work surfaces used by the children are regularly cleaned with antibacterial fluids. A dishwasher ensures that implements used for eating are washed at a high temperature.

Cross infection between the children is greatly minimised because parents receive clear information about the care and exclusion period of children who are ill. Children have individual baskets in which to store their personal belongs. As an extra measure of good health, visitors are asked to remove outdoor shoes before entering the baby room.

Accidents to the children are appropriately dealt with because staff have updated their first aid knowledge. Written medication policies and procedures work in practice to ensure the safe administration of medication and emergency medical treatment or advice.

Children enjoy outdoor play suitable to promote their physical development. They jump up and down to keep themselves warm and show awareness when riding bikes. They wear suitable clothes to enable them to enjoy outdoor play whatever the weather. Indoor they skilfully climb a complex climbing frame and manipulate themselves in and out of small spaces. All the children can rest and sleep according to their needs.

Children's dietary needs are successfully met because staff work in partnership with parents. They enjoy wholesome and nutritious meals, which are freshly prepared by the nursery cook. Meals always include a variety of fresh vegetables. Children in the baby room have individual feeding routines that mirror their home routines and have their food mashed or cut according to their needs. This ensures consistency of care.

Older children can help themselves to water from a water fountain and babies are offered water several times throughout the sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a bright and well-maintained environment. Their art work is attractively displayed throughout the nursery. All the children benefit from playing in a well-organised environment, which allows them to move around safely and freely to access resources. There is ample space for babies to crawl and learn to walk in a safe environment.

All the children have access to a good selection of quality age appropriate learning resources, suitable to their age and stage of development. Sound measures are in place to ensure toys are safe for the children to explore and experiment. Areas of learning are easily identified and well resourced to successfully promote learning.

Good safety devices are installed to promote the children's understanding of safety. For example, electric socket covers and fire exit doors are clearly labelled. Written policies and procedures work in practice to ensure the children's safety indoor and outdoors. Staff have a sound understanding of health and safety for the environment in which they work. This means risks and hazards to the children are minimised and the nursery complies with health and safety requirements.

Effective systems are in place for managing access to the premises; an intercom is installed.

Children are well protected from possible signs of abuse or neglect because staff have attended child protection training. They have access to appropriate documentation to support their practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for in an environment where their individual learning needs are met through well-planned activities that are appropriate for their stage of development. Key-workers write comprehensive daily reports on the children's learning and enjoyment throughout the day. This information is shared with parents and enables them to contribute and chart their children's learning. Staff also use this information to plan suitable and appropriate activities for the children.

There are good opportunities for children to enjoy heuristic play and staff use the Birth to three matters framework to plan good learning experiences for the children. For example, they show great enjoyment during a tasting activity. Children are good communicators because staff talk to them on their level and exploit every opportunity to extend their vocabulary.

The children are happy, settled and enjoy learning. For example, they contribute to their learning and confidently approach a member of staff to read them a story. Staff provide a high level of support and interaction, this enables all of the children to maximise their enjoyment and enjoy learning through play.

Music playing in the background creates a calming and relaxing atmosphere for the babies.

Nursery Education

The quality of teaching and learning is good. Staff have secure knowledge and understanding of the stepping-stones for the Foundation Stage and how children learn. They have high expectations of what the children can achieve and are passionate about learning. Children's assessments are detailed and successfully linked to planning. They show a clear picture of the children's progress and how staff will move them on to the next stage in their learning. Staff know the children well and use varied teaching methods, taking account of their age, capabilities and special needs. However, staff miss opportunities to promote learning in mathematical and communication language and literacy through practical activities. Rather staff rely on worksheets. Activities are well organised, challenging and presented at a level which enables three and four year olds to make rapid progress towards the Early Learning goals.

Children and staff start the day with prayer and songs, children are keen to join in or sing alone. They are sensitive to the needs of others and explore ways to ensure all the children are involved. During group time, they demonstrate a high level of concentration and become highly involved in activities. Staff ensure that the room is well organised with a good range of high quality equipment and resources. Children are able to take turns, share equipment and show consideration for others. They co-operate with each other and line up putting their hands on the shoulders of the child in front. Children competently take care of their needs such as dressing and personal hygiene.

Daily circle time enables the children to talk about days of the week and the weather. Letter, word and sound of the week reinforce their language development. They confidently sing favourite songs from memory and talk about stories they have read. Children speak clearly and confidently, holding lengthy conversations to satisfy their curiosity. For example, children enquire about the inspector's role and talk about activities they enjoy. They confidently handle books and know that print carries meaning. Staff use good teaching techniques to ensure the correct pronunciation. However, staff rely on worksheets to promote writing.

Children are encouraged to notice print in the environment and understand that print carries meaning. For example, equipment is labelled with text and pictures.

Children have access to a good range of resources develop their mathematical language. However, staff rely on colour work sheets to teach numbers. During cooking activities, they explore and experiment with texture and develop their awareness of weight and capacity. For example, they weigh the different ingredients and count and share cakes. Practical activities enable them to compare and combine different objects. Most of the children count reliably up to ten and recognise numerals. They recognise simple shapes and cut out shapes from dough.

Children are learning about their environment and the world they live in. Good use of the outdoor area and outings offer the children lots of experiences such as learning about the effects of the weather. For example, storms trip light switches, and they watch hailstones from the window whilst staff go outside to collect a handful and compare with the snow they are sticking on the snowmen. Water play enables them to use a syringe to pull water up. They use torches and magnifying glass to closely examine worms and slugs on the grass and use suitable tools for digging and planting bulbs and vegetables and learn how to nurture them.

Children identify the use of everyday technology and use high quality multi-media portable computers with large mouse to support their learning. They learn about the local community through frequent visits to the market, the post office and participating in community events. The celebration of festivals from around the world is an integral part of the curriculum.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from activities and resources which help them to learn about other cultures. Parents are asked to provide detailed information to ensure individual needs are met. They demonstrate a sense of belonging and are very aware of their own needs. For example, they wear a uniform with the nursery's logo. Good use is made of the local community to support

their learning. An annual leavers' ceremony promotes their self-esteem and they receive a certificate.

There is good support for children and families who have learning difficulties and staff have developed strong links with outside agencies to support them in their work.

Children are generally well behaved, work harmoniously together and are polite. They wait patiently for their fruit at snack time. Through observations and partnership with parents, staff ensure that behaviour is consistently managed. However, the policy lacks important information.

The partnership with parents is good. Parents' views are sought and their wishes carried out. For example, parents helped to design the nursery uniform. Some parents are members of the parents committee and are involved in the running of the nursery. They receive good information about the setting, policies and procedures and how these support learning. Parents are well informed about their child's achievements and their progress towards the early learning goals. They are welcomed into the nursery and enjoy a good relationship with staff. Parents are very supportive and accompany children and staff on trips. There are formal and informal channels for them to meet with staff.

Children's spiritual, moral, social and cultural development is fostered.

The complaint policy needs updating in line with regulations.

A copy of the pre-school's policies and procedures is available for parents to read at their leisure.

Organisation

The organisation is satisfactory.

Children benefit from qualified and experienced staff that are very caring. There are effective recruitment and vetting procedures in place to protect the children.

Staff are able to attend in-house and external childcare training to enhance their work with the children. This means that suitable, experienced and qualified persons look after the children.

Staff work well together and are generally effectively deployed except during large group activities. The organisation of the day enables all the children to access structured and free play several times throughout the session. Staff shows a clear sense of purpose and a commitment to continual support to enable the children to enjoy learning through play.

Effective systems are used to record information on the children in line with regulations, and to obtain the required consent from parents. This safeguards children's welfare.

Clear policies and procedures are in place to support staff in their work and to promote the children's health and safety, enjoyment, achievement and ability to make a positive contribution. However, some lack important information.

Leadership and management are good. Staff fully understand their roles and responsibilities in developing children's learning. To demonstrate the nursery's commitment to continual improvement, parents are asked to comment on the service they receive. The professional development of staff is managed through appraisals and the nursery closes six days in the year for staff training and development.

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

Improvements since the last inspection

Not Applicable

Complaints since the last inspection

Since the 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):

- ensure staff are effectively deployed to support the children at all times
- update complaint record and behaviour policy in line with regulations

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):

- introduce a rigorous system to monitor and evaluate the quality of teaching so that areas for improvement identified can be quickly addressed.

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