



## James Kane Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	144685
<b>Inspection date</b>	17 January 2007
<b>Inspector</b>	Mauvene Burke
<b>Setting Address</b>	James Kane Nursery, Tyers Terrace, London, SE11 5LY
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<b>Registered person</b>	Lighthouse Education Service
<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?

James Kane Nursery is managed by a management committee and has charitable status. It opened in 1994 and operates from two playrooms, two outdoor play areas, children's bathroom, a newly refurbished changing area and an office. Children also have access to the large church hall. The nursery is situated in the Vauxhall area in the London borough of Lambeth.

A maximum of 32 children may attend the nursery at any one time. There are currently 32 children on roll. Of these 20 receive funding for nursery education. The nursery supports a number of children with learning difficulties. The nursery is open each week day from 08:00 to 18:00 for 50 weeks of the year.

There are six members of staff and a cook. Senior staff hold a range of appropriate childcare qualifications and recently appointed staff are involved in various courses leading to child care

qualifications. The manager has developed links with the Early Years Development and Childcare Partnership and the setting receives support and training from the local education authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health and well-being is promoted and supported by suitable policies and procedures that are in place and which are mostly understood and carried out by staff. Children are learning good hygiene practices as they wash their hands before eating and after using the toilet and are developing good self-care skills, but do not know why it is important for them to do this as staff do not always talk to them about the importance of keeping themselves healthy.

There are appropriate procedures in place for the safe administration of medication but currently the recording of accidents is not adequately reported. For example, the names of children who have sustained injuries following an accident are not always recorded and the information relating to the incident is quite vague. In addition to this, staff do not ensure that parents sign the book. Children enjoy a range of healthy snacks and meals which are provided on the premises and meet their individual dietary requirements. Snacks include bread sticks and fresh fruit. Children independently select their own fruits and drink and have access to fresh drinking water at any time during the day from the water dispenser. Children sit comfortably at meal times where they enjoy a sociable time with the staff.

All children benefit from daily physical activities and fresh air that keep them in good health whatever the weather. They are able to choose whether they play indoors or out. Funded children have few opportunities to be involved in well-planned outdoor activities because staff do not always include this in the planning. Despite this, they are becoming skilled and competent in riding and manoeuvring the bikes and scooters around the hard surfaced play area, and are beginning to show some awareness of others when participating in large group activities such as music and movement when in the large hall. Children are using a range of small equipment such as scissors, food tongs and writing equipment.

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

The provision is satisfactory.

Children are cared for in a bright and attractive environment. Their art work, posters and useful information for parents and carers are displayed. Also nicely displayed, is a map of the world with photographs of all the children positioned around it; the map indicates where children and their families are from. Children benefit from playing in an environment which has been organised well, they have access to the large church hall which has plenty of space to move around freely and play safely with staff supervision.

Children access a range of activities which are set out for them in advance of their arrival. There is a sufficient range of safe and developmentally appropriate resources; toys are checked regularly to ensure they remain safe for the children. The nursery has plans to further increase the range of resources to enhance children's learning and development in the outdoor area.

Children's safety is generally well maintained because the environment is secure by use of CCTV which has recently been installed; children are unable to leave the premises unsupervised; however, the setting does not have a procedure to follow in the event that a child is lost. Risk assessments are in place and staff work consistently to ensure that risks to children are minimised. However, some hazards are within the children's reach, for example the poles in the garden which has sponge that is exposed; this poses a risk to children. Safety procedures are effectively implemented and documented with regard to fire evacuation procedures. Children are able to develop an understanding of how to keep safe; for example, staff explain why they must not run in the playroom and they adhere to simple rules and routines like helping to tidy up.

Staff demonstrate a good understanding of child protection issues and are clear about appropriate procedures to follow if they have concerns regarding a child's welfare; this helps them to protect children from harm and neglect. The setting's policy ensures that any adults not vetted are never left alone with children unsupervised but needs to be up-dated to ensure it is in line with the current Local Safeguarding Children Board procedures, and to make clear the procedures to be followed in the event of an allegation being made against a member of staff, in terms of who carries out the investigation.

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

The provision is satisfactory.

Children enjoy their time at the setting. They arrive happily and are eager to participate in activities. Children are making good progress in all areas of their development. Children are motivated and engrossed in a broad range of purposeful and developmentally appropriate activities. For example, children show interest in and are inquisitive about the melting ice and the animals that live in cold climates; they are eager to share their newly acquired knowledge with other adults within the nursery. They are developing good relationships with each other and their communication skills are developing well; this is supported through good adult to child interactions. Staff working with children aged two to three years old have a sound knowledge and understanding of the Birth to three matters framework and incorporate the children's interests into the planning of activities. Children are grouped in mixed abilities, for example, two and three year olds are involved in the same activities but these are not always adapted for older and more able children.

Children's experiences and learning is somewhat disrupted during a small part of the day. During the lunch time period leading up to tea-time, large groups of children are often left with just one member of staff whilst children waking up from their daily nap are sometimes left alone seated on chairs in this room. In the meantime, other staff get on with organisational tasks such as cleaning the floor or getting the table ready for tea. This impacts on children's well-being and sense of security.

### **Nursery education**

The quality of teaching and learning is satisfactory. Most staff working with the funded children have a satisfactory understanding of the Foundation Stage curriculum. Although plans are in place and cover all six areas of learning, these are very general and also incorporate the planning

for the under threes. As a result, plans do not always include information as to how activities can be extended or adapted; therefore older and more able children sometimes lack challenge. For example during a creative activity, older children become frustrated and restless when they have to wait for a period of time whilst the younger children complete the activity.

Children are extremely confident in this setting and their self-esteem is continually being built up by staff who know them well and who are sensitive to their needs. They express their own needs and display a high level of involvement in activities. They are developing their personal independence through selecting resources and pouring their own drinks. They are beginning to understand the need to take turns, share and an understanding of right and wrong. There are lots of opportunities for children to practise their pre-writing skills and understand that print carries a meaning, for example, they are able to recognise their names, handle books well and enjoy listening to stories. Most four year olds can write their names and are very keen to show their skill; they are able to recognise letters and simple words such as "cat".

Many children can confidently count beyond fifteen and some beyond twenty; they recognise and write numerals and use mathematical language confidently. They are learning to problem solve through simple addition and subtraction activities such as when sorting the teddies into size and through songs such as "Ten in the Bed". However, more opportunities are required for four-year-olds who are more than ready to have their learning extended; assessments made of the children supports this. Children are confident in using information and communication technology. They demonstrate very good mouse control when playing games on the computer and are able to operate the CD drive well. There are additional resources, such as telephones and tape recorders which children operate during play. They learn about the world in which they live and have celebrated different cultural festivals and have recently had a Nigerian Day. Children experience visits into the community where they visit the local supermarket, post office and dentist.

Children express themselves creatively through a range of mediums. They paint, draw and make play dough that represent their experiences. Children use their imagination in a variety of ways in the nursery room. They act out various scenarios during role-play, negotiating and organising as they play with the dressing up clothes, pretending to be mothers as they carry their "babies" on their backs secured with material in a traditional African way. They experiment with colour and are eager to share with staff, the colours they have created.

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

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. The setting is proactive in providing children with a suitable range of resources and activities to give them an awareness of other cultures and to promote a positive view of the wider world. They have frequent opportunities to learn about themselves, each other and the world around them. For example, they celebrate different religious festivals, have access to a range of multi-cultural dolls and other resources for imaginative play, and parents are asked to support the nursery by sharing their culture with the children by way of reading stories or dressing in traditional dress. All children have equal access to resources and are encouraged to be fully included in all activities.

Children are learning to share, take turns and co-operate with their peers using a range of strategies such as the sand-timer. Children interact well together, joining in with circle games and when playing in the home corner. Staff praise children naturally when working with them; this encourages children's self-esteem and as a result children are learning to behave well. Staff manage children's behaviour calmly and patiently. They offer simple explanations that are appropriate to the age and understanding of the child; this helps children understand right from wrong.

Children with learning difficulties are fully integrated into the nursery. Management and staff maintain close liaison with parents and support from outside agencies to develop individual educational plans. Staff are able to implement targets set for children's individual learning. For example, staff have a good understanding of how to use individual learning strategies for each child who needs extra help, so that they can support, guide and facilitate their learning. All children are valued and this inclusive approach ensures all children are able to develop at their own pace.

Partnership with parents is good. Parents are invited to come into the nursery at any time to speak with the staff and the manager and attend twice yearly reviews where they have an opportunity to discuss and comment on their children's progress. They are kept informed about themes and activities that their children are engaged in at the nursery and asked to extend this learning in the home environment. Information is exchanged daily via a communication book, and parents spoken to comment that they are very happy with the progress their children are making.

## **Organisation**

The organisation is satisfactory.

There are good procedures in place to ensure that experienced staff with appropriate early years qualifications are employed to work with the children. Child staff ratios are suitability met during the majority of the day, however, during certain times of the nursery day, deployment of staff is not always altogether effective, which impacts on the children's learning and well-being.

The nursery is bright and welcoming to children and their parents and children coming into the nursery; children settle very quickly into group activities of their choice. Toys and activities are stored on low units making them readily accessible to the children who can make decisions about their play.

Most documentation for the setting is in place and most policies and procedures are implemented satisfactorily; there are some procedures which need to be included in the operational plan and others which need up-dating. The attendance register does not always reflect an accurate account of the children's hours of attendance as staff are not vigilant enough to ensure that they record times of arrival and departure.

The leadership and management is satisfactory. The manager is committed to continuously looking at ways to improve the care and nursery education for children. She has a sound knowledge of the strengths and weaknesses of the setting. She is aware that individual

assessments of the children need to be used more effectively when planning activities to ensure they provide more challenge for older and able children in order to help maximise their learning. Although there are minor weaknesses in the knowledge and understanding of the Foundation Stage curriculum for some staff, these do not necessarily impact on the care provided but do mean that children's opportunity for learning is not maximised. The manager and staff team are aware of the gaps in these areas and are looking at changing the way in which they currently plan. There is a strong commitment from staff to develop all aspects of the service and the manager is committed to staff attending training to ensure national standards are met and to enhance their own professional development. For example Birth to three matters and Foundation Stage training. The manager offers good support to her staff team

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

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

At the last care inspection, the setting was asked to include a procedure to follow in the event of an allegation of abuse being made against a member of staff and to ensure that staff are aware of their responsibility in respect of child protection. Although the procedures are now included in the setting's child protection policy, it needs to be made clear as to who will carry out the investigation if an allegation is made against a staff member. The child protection policy also needs to be in line with the Local Safeguarding Children Board (LSBC); this is a recommendation for this inspection.

At the last inspection for nursery education, the setting agreed to ensure that staff consistently use effective discussion and interaction with children and to ensure that all staff are able to make effective use of observations and assessments when planning activities for children. Both of these are ongoing. The manager monitors and observes staff's interaction with the children and gives feedback to staff during team meetings or later on in the day. During the inspection, staff were found to be engaging well with children and using appropriate questioning techniques. This has had a positive effect on the children.

Most staff are using the observations they make of children to plan for children's next stage of development, and are able to link this in with their planning. The manager recognises that there is still some way to go and is looking at ways of how this can best be improved. Further recommendations regarding the use of assessments and children's next stage in their learning have been addressed during this inspection.

There are plans for the staff team to extend their existing skills with ongoing training. The manager is committed to ensuring all of the staff team attend courses in early years. For example, the Foundation Stage training and Birth to three matters.

### **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 records relating to accidents are recorded and appropriately maintained and signed by parents
- minimise the risks to children in relation to the exposed poles in the outdoor play area and the storage of equipment in the playroom and take action to minimise these
- ensure that the hours of children's attendance are clearly recorded and maintained on a daily basis
- up-date the child protection policy and make sure that procedures, including those to follow in the event of an allegation of abuse being made against a member of staff, are in line with those of the Local Safeguarding Children Board
- review the organisation of the period after lunch and before tea-time to ensure that all available staff consistently interact with children and that the needs of all the children are met
- provide a policy that sets out the procedures to be followed in the event that a child is not collected

#### 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 planning for outdoor play and ensure that these are in line with the early learning goals
- continue to improve the monitoring and evaluation of the nursery education and ensure that assessments for all children are made, which clearly identify the next steps in their learning, and that they provide sufficient challenge.

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)