



Andrew Memorial Day Nursery

Inspection report for early years provision

Unique Reference Number	137756
Inspection date	25 January 2007
Inspector	Deborah Wilkinson
Setting Address	Seventh Day Adventist Church, Glebe Road, London, NW10 2JD
Telephone number	020 8459 2184
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Registered person	Pauline Phillips
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 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?

Andrew Memorial Day Nursery which opened in 1988 is located in Willesden in the London Borough of Brent. The group operates from a church hall and serves the local diverse community.

The nursery opens five days a week from 08.15 to 17.30 and on Fridays until 12.45 and children attend for a variety of sessions on a full or part time basis. There are currently 19 children aged between two and five years on roll. Of these, 10 receive nursery education funding. The setting supports children with learning difficulties and/or disabilities, and those who speak English as an additional language.

The nursery employs eight staff, six of whom hold an appropriate early years qualification. The group receives support from an early years advisory teacher, the area Special Educational Needs Co-ordinator (SENCO), and the Children's Information Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in clean, hygienic surroundings. They are protected from the risk of infection because staff have clear procedures in place and carry out effective hygiene practice. Children are encouraged to learn about the importance of hand washing and other aspects of personal care from an early age and are familiar with daily routines. Children's welfare is protected by staff who act in their best interests should they become ill and there are written health policies that are shared with parents, and which staff follow.

Children enjoy a snack during the morning session and staff serve them a freshly cooked vegetarian lunch at midday. They have fruit and vegetables each day and drinking water is always available. Children bring a packed tea.

Children have opportunities to get fresh air when they walk around the local environment or make their weekly trip to the library. However, the opportunities for outside play are limited as the outdoor space attached to the hall is seldom used. Children exercise their bodies during the dancing sessions and when they stretch and bend to touch their toes. They use a climbing frame inside and trundle around on the bikes.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are well supervised. They use the space with confidence and move around the playroom which is organised for specific activities. Children are able to play in comfort because staff take practical precautions to protect them. There is a separate sleep room upstairs where children rest each day in the sleeping bags brought from home. However, children's safety is compromised by the poor security measures in place to prevent unauthorised entry into, or exit from the nursery.

Children use a range of equipment that is safe and well maintained. They benefit from the awareness of staff who minimise the risk of accidents. All staff are required to read and understand the safety procedures.

Children's welfare is protected by staff's understanding of what to do if they have a concern about a child's well-being. Staff have an understanding of child protection issues. However, there are omissions in the written procedures with regard to the action to be taken should an allegation be made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children come into the group happily. Staff greet them and their parents making them feel welcome and secure.

All children benefit from the key worker system which enables them to form trusting relationships with a known adult. Staff know the children well and the children are confident within their surroundings and familiar with the routines.

Children use a range of equipment, much of which is presented on low shelves and is easily accessible enabling the children to choose toys for themselves. All the children enjoy going outside to look at the snow. They collect some to bring inside so they can see what happens when it gets warm. During circle time they touch the snow and describe how it feels. Two children are very involved with the play dough. They make a cake and sing 'Happy Birthday' to another child.

Children have positive relationships with staff, however they do not benefit from a programme that is planned to take account fully of their individual needs or capabilities. Because of the wide age range during some group activities, younger children become restless and lose interest. They also become fidgety when they have to sit and wait for everyone to take off their coats before they can go and play.

Nursery Education

The quality of teaching and learning is satisfactory. Activities are planned to cover the areas of learning and children are generally interested and well occupied. However, staff do not use the observations they do on children to assess the stage the child has reached or to plan for their next steps in learning. The daily programme incorporates a range of opportunities for children. They explore and refine their creative skills with a variety of art resources when they paint, create collages and contribute to a group picture of Elmer. The children enjoy singing and are very enthusiastic when they dance to Spanish music.

Children have many opportunities to develop their knowledge and understanding of the world around them. Trips out allow them to explore their local community and learn about other people they meet. They visit the local library, sometimes travelling there by bus. They are introduced to other customs and lifestyles when they celebrate festivals such as Eid or Chinese New Year, and try chapattis cooked by a mum who visits the group. They watch their seeds grow and learn about how light and water are needed to encourage growth. Children are starting to learn and experiment with technology when they take turns to use the computer, manoeuvring the mouse skilfully around the screen.

Children can communicate clearly and they participate in the worship time, recalling the story they heard yesterday. They use the book area and enjoy looking at books independently or with an adult. When they visit the library they participate in story and rhyme time. Children hear other languages when a parent reads to them in Gujarati and during their Spanish lessons. They have opportunities to practise mark making using a selection of resources, and some are starting to write simple words.

Children explore the concept of size when they discuss tall and short during the story, and stretch up and crouch down during their exercises. When building towers they talk about how tall these are. They count as they sing and are starting to recognise written numbers when they look at the posters and charts displayed.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from being cared for by a staff team from different backgrounds as they experience other cultures and attitudes which help promote an awareness of the community they live in. They have access to a range of toys and resources that promote positive images, for example, books that reflect different cultures, genders and feelings.

Children with learning difficulties and/or disabilities are welcomed into the group. Consideration is given to ensuring they are integrated and feel included, with activities adapted to meet their needs. Plans to support children appropriately include staff working closely with parents.

Children are generally well behaved. Adults use of positive language and sensitive interaction, helps children to learn to manage their own behaviour. Effective strategies such as offering explanations as to why certain behaviour is unacceptable and praising and recognising children's efforts, encourage them to develop their self-esteem and form positive attitudes. However, because certain activities are done as a large group some children become bored and restless and the noise level begins to rise.

The partnership with parents is satisfactory. Children benefit from the friendly interaction between the staff and parents which keeps both parties up-to-date with the children's needs and progress. The nursery prospectus and newsletters offer parents useful information. Parents of children who receive nursery education have access to information about the curriculum for the Foundation Stage which is displayed on the notice board. However, some are unaware of this and do not actively become involved in their child's learning.

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

Organisation

The organisation is inadequate.

The leadership and management of the setting is satisfactory. Children benefit from the way the rooms are organised into specific learning areas and how staff are deployed within these areas. However, sometimes children's learning is limited by the way the day is organised and the times they have to wait. There is a commitment to develop practice, and good use is made of local authority training and advice. Staff have the opportunity to discuss their work at regular staff meetings, however, sound curriculum evaluation or appraisal systems are not in place. The monitoring of children's learning through observations does not confirm that they are progressing in all aspects of each learning area.

There are significant weaknesses in the organisation of the nursery. Issues around safety have not been identified or addressed and actions made previously have not been fully implemented. The recording of complaints is incomplete. This is a breach of regulations.

The systems to monitor and evaluate staff practice are not effective and lack of guidance for staff means that some activities, particularly for the younger children are not planned

appropriately. However, the manager is aware of the issues and is committed to improving the provision.

Overall the nursery does not meet the needs of the children who attend.

Improvements since the last inspection

At the last inspection recommendations and actions were made to help the provider develop their practice.

Children's welfare is generally safeguarded as most of the policies and procedures relating to their care have been updated. However, the one for child protection is still incomplete. Staff are aware of children's dietary needs and a list of these is available in the kitchen. Children's attendance is monitored when the hours they are in the group are recorded and the registration forms contain the required information. Children's safety in the event of a fire is ensured as the escape routes are unobstructed, and they rest comfortably in the upstairs sleep room. Children's behaviour is managed effectively by staff who have attended training around this issue. Opportunities for children to gain independence at snack and meal times continues to be developed as the older ones serve themselves and all are encouraged to pour their own drinks.

The requirement to keep a record of complaints is partially met and the action is re-set.

Complaints since the last inspection

A concern was received on 6 July 2006 about the actions of a member of staff that related to National Standard 1: Suitable Person and National Standard 13: Child Protection. Following liaison with other agencies an inspector carried out an unannounced visit on 15 August 2006. As a result of the visit two actions were raised under Standard 1: Suitable Person and Standard 13 :Child Protection.

At the time of the visit two further actions were set under Standard 11: Behaviour and Standard 12:Partnership with Parents. The actions have been partially met. The provider remained qualified for registration at the time the investigation was closed.

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 complaints record currently in place is incomplete. The provider has not recorded all complaints made to Ofsted by parents.

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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:

- keep a record of complaints relating to the National Standards and any action taken
- ensure that the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB)
- assess the risks to children in relation to the doors leading into the premises and take action to minimise these

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):

- ensure that the observations made on children enable a child's progress to be tracked and that staff use these to plan the next steps of the child's learning
- monitor staff practice with regard to the observations and assessments completed and the planning of activities to ensure that children are progressing through the stepping stones
- extend the opportunities for children to have outdoor play
- develop the information for parents about the Early Years Curriculum and ensure this is accessible

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