



## Colour Box Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	107429
<b>Inspection date</b>	20 March 2007
<b>Inspector</b>	Alison Romanczuk
<b>Setting Address</b>	385 Ivydale Road, Peckham, London, SE15 3ED
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<b>Registered person</b>	Angela Annette Brown
<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 good.

### WHAT SORT OF SETTING IS IT?

Colour Box Nursery is a privately owned nursery offering full day care for children under eight years. It opened in 1994 and operates from a three bedroom terraced house with a garden, located in Peckham, South East London. Children under two years are accommodated in a separate upstairs baby room. The nursery caters for a local population that is varied socially, culturally and economically.

The nursery is open five days a week, from 8.00 to 18.00. Five staff work with the children, all have early years qualifications.

The nursery provides for nursery education funded children and currently has eight children on roll. The nursery caters for children who may have been identified as having special educational needs and those for whom English is an additional language.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's good health is given priority at the nursery where staff understand and follow good procedures to prevent cross infection. For example, children know when and how to wash their hands and nappy changing is regular and underpinned by secure health and safety guidelines. Toilets at the nursery continue to pose difficulties in ensuring good hygiene because of their close proximity to each other.

Children are comforted when unwell and medication procedures followed through securely to ensure their wellbeing. Staff hold appropriate first aid certificates and this ensures children are protected in emergency situations.

Children's individual dietary needs are recorded and as a result are well met . They are well nourished while at the nursery and the food is freshly prepared by the nursery's resident cook. They have access to regular water and a balanced diet including fruit and vegetables.

Children enjoy and benefit from regular fresh air. They discuss and are involved in physical activities which supports their growing bodies and general wellbeing.

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

The provision is satisfactory.

Children benefit from playing in a welcoming family environment. They are accommodated in a Victorian house which together with the range of soft furnishings makes it appear homely. However, because of the age of the house there are some areas of wear and tear which staff do their best to make safe. Despite this displays on the walls reflect the children's work and the children have sufficient space to play in comfort. Equipment and resources are easily accessed and for the most part in a good state of repair. Risk assessments carried out at the nursery, although recorded, are inconsistent and not always reflective of what is happening at the nursery. As a result hazards around the nursery are sometimes missed and children's safety at these times compromised.

Fire prevention equipment is in place in the nursery. Regular fire drills help the children to become familiar with procedures so that they can vacate the building quickly, should the need arise.

Children are safeguarded when at the nursery. Staff demonstrate a clear understanding of child protection procedures and have written documents to reflect this. Staff have trained and understand their responsibility to share information; they have established positive links with outside agencies to support this aim.

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

The provision is good.

Children are happy, enjoy being at the nursery and settle well. Younger children in particular benefit from the maturity and experience of well established staff; they build good relationships in this family based environment. They feel at home and are comforted by the secure routine which includes daily trips out and times to rest on the sofas and soft furnishings provided. The Birth to three matters framework is used well by staff, to encourage children's progress in becoming competent learners and in communicating their needs; there is lots of chatter between staff and the children. Children feel at home in the environment. They explore the resources as they access books from low level shelves, bang wooden bricks together and climb on rocking equipment throughout the session. They benefit from receiving lots of cuddles and reassurance from staff when they need it.

### **Nursery Education**

The quality of teaching and learning is good. As a result, children make steady progress through the stepping stones towards the early learning goals . Staff get to know the children well through regular observations; they use this information effectively to plan and provide for their individual and group activities. Staff work well as a team. They demonstrate enthusiasm and a commitment to providing a stimulating environment, where the children are involved at every level. As a result children are enthusiastic learners. They benefit from the ownership they have of their environment and of decisions made; for example, with regard to their conduct. The older children, in particular, often initiate their own learning; for example, by extending their fondness for books and familiar stories and recreating 'the big bad wolf' in the home corner. Staff guide and support children's learning in this way through effective questioning and by interspersing counting and early literacy spontaneously throughout children's play. As a result the children can count with increasing confidence, name shapes and often solve problems; for example, when making models from recycled materials. Children recognise and are beginning to write their names. Many of the children show skills in identifying and using their knowledge of the sounds that letters make to match letters on the alphabet mat.

Children's levels of concentration are good because they are able to build on their interests and things they already know and can do. They demonstrate confidence; for example, in accessing resources to make story boards, which they talk through using junk model television sets and pictures which they have drawn to explain their ideas. They communicate well with their peers and with staff. They are able to express themselves creatively through art and music and through languages, such as Spanish, with the help of visiting adults.

Children show care for their environment and help to keep it tidy. They regularly benefit from using the outdoor garden space to develop their physical skills and to participate in gardening activities where they grow flowers and discuss and investigate mini beasts. Activities planned for the garden area are at a developmental stage and being extended by staff who have particular interests in this area.

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

The provision is good.

Children thrive in an environment which supports and provides equality of access, the nursery's equal opportunities policy underpins this aim well. Staff get to know the children well by careful observation. They provide an environment which allows the children to extend their interests in a given area. Children's knowledge of the wider world is supported through cultural foods, celebrations of festivals and through books and equipment which reflect a range of backgrounds and interests. The incorporation of other languages at the nursery shows a commitment to supporting children who may have English as an additional language. Systems for supporting children who may be identified with disabilities have been established. Staff demonstrate a commitment to working with parents and outside agencies to support the welfare and development of children.

Children are secure in the routine, behave very well and have a respect for others. Their spiritual, moral, social and cultural development is fostered well. They benefit from being fully involved in implementing the nursery rules under staff's guidance. For example, the giant sand timer is used effectively by the children themselves to negotiate how long they spend at a popular activity. Conversations about being kind and helpful are put forward by the staff and children, as a result relationships are good.

Partnership with parents is good. Parents are fully informed of activities and their children's progress at the nursery. Parents feel involved in activities and decisions about their children's care and learning. They are often invited in to share their skills and join activities.

## **Organisation**

The organisation is satisfactory.

Overall, the clear organisation of the nursery works well in supporting a routine where children are involved in a good balance of structured activities, free play and adequate times to rest throughout the day. Children are cared for by a well established and qualified staff team, who are appropriately vetted and supervise the children consistently throughout the day. Inductions and regular meetings work well in ensuring staff understand procedures at the nursery.

Policies and procedures for the most part are in place to safeguard children's welfare. Training is regularly accessed to ensure staff are kept up to date with current guidelines. However, as yet no member of staff has been trained in risk assessment and this has impacted on children's safety and health at times.

Leadership and management of the nursery is good. Staff have a sound understanding of the curriculum. A positive commitment by managers to improvements in The Foundation Stage has resulted in good practice in teaching skills; staff are proud of their achievements and children's progress in this area. Regular supervision, together with good team working and sharing of good practice, has enabled the nursery to identify areas of weakness and to improve in this area. As a result the children demonstrate confidence, use their initiative and are fully involved in nursery activities. The setting meets the needs of the range of children for whom it provides.

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

The nursery has addressed actions set at the last inspection and as a result tenants living on the property are suitably checked. The nursery ensures numbers of children attending at any one time does not exceed those on the registration certificate and this supports children's welfare at the nursery. Managers have reviewed their health and hygiene policy and the risk of cross infection has been minimised as a result. The nursery behaviour policy has been updated and parents consulted on policy documents to ensure consistency. Training has been accessed in The Foundation Stage and knowledge and understanding of the curriculum has allowed staff to improve on their practice and on children's progress in this area.

### **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 good.

### **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):

- look into ways of improving children's health when using the toilets which are in close proximity to each other
- provide training for staff to update their knowledge and understanding of completing risk assessments at the nursery

#### **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):

- look into ways of fully integrating learning when children are using the outdoor area

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)