



# Fatemah Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY218723
<b>Inspection date</b>	25 January 2007
<b>Inspector</b>	Angela Ramsey
<b>Setting Address</b>	64 Buckleigh Road, London, SW16 5RZ
<b>Telephone number</b>	0208 765 0222
<b>E-mail</b>	
<b>Registered person</b>	Fatemah day Nursery
<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 good. 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?

Fatemah Day Nursery is a private nursery which opened in 2002. It operates from five rooms in a semi-detached house on a residential road close to Streatham Common. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 five days a week all year round except bank holidays and Christmas. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll. Of these 28 children receive funding for nursery education. There is currently one child attending who has special educational needs or who has English as an additional language.

The nursery employs six full time staff and three part time staff. All staff, including the manager hold appropriate early years qualifications. The nursery receives support from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Good policies and procedures are in place to manage the care of children who are sick and for those who require medication or emergency treatment. These procedures have regard for confidentiality and ensure that parental consents are obtained and therefore parents' wishes are followed. Members of the staff team have completed first aid training, ensuring accidents are dealt with appropriately.

Staff nurture children's emotional wellbeing by positively interacting with them. Children readily go to the staff for cuddles and reassurance. This builds trusting relationships between children and staff.

Although staff promote the good health of the children in their care by taking them to the bathroom before meals and snacks so that they can wash their hands. Children also brush their teeth after eating their lunch. Also the premises, toys and equipment are regularly cleaned. However staff do not always follow health and hygiene procedures when changing nappies. Staff do not always wear protective clothing, such as disposable aprons and gloves. Which means the possibility of the risk of cross-contamination.

Children and staff do not wear outdoor shoes, everyone changes into slippers. Individual bedding, is available for all the children who sleep.

Children have regular opportunities to be active, learn to control their bodies and develop their physical skills as they play in the well resourced outdoor play area. Children are able to practice their balancing skills as they negotiate low beams, climb and slide on the climbing frame. Children also use their energy and stamina as they bounce around on the space hoppers.

The children enjoy the home cooked meals which are prepared on the premises by the cook. Menus are devised taking into consideration children's specific dietary requirements. Nutritious meals such as quiche, chicken or vegetarian pilau are prepared. Snacks include raisins, fresh fruit and homemade scones are baked for tea.

Meals are accompanied by seasonal vegetables and salad. Fresh fruit is often served for desserts, as well as the children's favourite ice cream. Each room has a water available therefore children are able to have a drink, which as well as quenching their thirst keeps children hydrated and alert throughout the day.

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

The provision is good.

Positive steps are taken to promote safety within the nursery. The setting has good systems in place, such as an intercom system, to enable staff to see who they are letting into the nursery. Written risk assessments are undertaken to ensure all areas of the centre, both inside and outside, and equipment are safe. These assessments are effective in identifying and reducing risks and keeping children safe.

The premises is welcoming to both parents and children. Curriculum plans are displayed as well as informative literature regarding under fives.

Outings are planned in line with the curriculum and a risk assessment completed. These risk assessments include obtaining written parental consent, checking the ratio of staff to the number of children attending and taking into consideration individual children's needs. These all work to keep children safe.

Accident, incident and medication records are kept. These serve to keep children safe. Staff have attended training in child protection and staff understand their responsibility in protecting vulnerable children.

Appropriate measures have been put in place to help prevent accidents. For example, electrical socket covers and stair gates are in place. Fire safety is good and a statement of the procedures to be followed in the event of a fire are displayed in each room and corridors. Regular fire drills help the children to become familiar with the procedures, so they learn how to leave the premises quickly and safely.

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

The provision is good.

The staff plan stimulating activities using the Birth to three framework and the curriculum guidance for the Foundation Stage. The children enjoy their time at nursery. They arrive happy and confident and quickly settle into the routine making their own choices about their play. 'Healthy Me' is the theme and activities are planned around this.

Children under three are provided with opportunities to express imagination through role-play. Children bathe their baby dolls, dry them apply cream and dress them. Staff recognise the value of play in a child's development and introduce a range of experiences, enabling all children to learn to play and work together in large and small groups as well as independently.

The computer is accessible at all times and the children take turns, navigate around the screen and open and close applications with confidence.

## **Nursery education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals with the support of staff who have an understanding of the Foundation Stage and of how children develop and learn. Children are encouraged to make choices about

the toys and activities they take part in. This is achieved because staff ensure that these are easily accessible. Plans include learning intentions, and details of how children's learning will be adapted or extended in future activities.

During group activities children become familiar with concepts such as more or less, longer , shorter, biggest and smallest. Most children can count confidently and reliably from 1-10 and beyond to 20. There are also opportunities for children to use remote control cars and walkie talkies.

Children's language is encouraged during group story sessions. Staff tell stories with enthusiasm, which captures children's interest. Opportunities are also provided for children to link sounds to letters, naming and sounding out letters of the alphabet. Children confidently recognise their names and can write their name without assistance.

There are opportunities for children to use information technology. Children practise their fine motor skills when using tools such as scissors, paint brushes and pens. Opportunities for children to be creative are provided, collage, bubble printing as well as free painting are available.

Children have good opportunities to develop their imagination in the well resourced role play area. The children enjoy dressing up and going on pretend shopping trips. Children learn about different cultures and beliefs as they celebrate festivals such as Chinese New Year, Christmas and Diwali.

Staff observe and monitor children's progress regularly, this information is used to identify individual targets for children to work towards. Realistic expectations of children and good individual knowledge helps them to consolidate their learning before moving onto the next stage. As a result, the curriculum is tailored to individual children's needs and abilities, which ensures effective support and sufficient challenges are provided to help children achieve their individual potential.

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

The provision is good.

Children behave well. They settle well into their routine and listen to the staff. Staff praise and encourage the children which supports children's wellbeing. Children say please and thank you and affectionately refer to members of staff as aunty followed by staffs first name. Children are good at sharing and taking turns which positively promote children's social skills.

Children have formed good trusting relationships with their peers and staff. Resources which reflect diversity such as books, dolls, role play equipment and dressing up clothes promote equality of opportunity for all children. Children learn about their community through attending outings. The manager is currently in the process of arranging a visit to the nursery by a doctor, which is in line with the current theme 'Healthy Me'. There are good systems in place to support children with learning difficulties. Staff have attended training and formed links with other child care professionals such as speech therapist and health visitors. Therefore, all children's needs are met.

Partnership with parents is good and parents are warmly greeted into the nursery. Parents are kept up to date with the information posted on the parents' notice board. Information includes the weekly menu, information on under fives. Parents are provided with copies of the groups policies, procedures and prospectus.

Exchanging information regarding children's developmental progress is achieved by regular daily discussions with parents, the completion of daily diary by staff and coffee evenings which provides parents with the opportunity to discuss their child's development in depth. Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

Children's care and learning is enhanced by the effective deployment of staff and good leadership and management of nursery education. Staff are knowledgeable about the Foundation Stage curriculum and are experienced in working with pre-school children, which impacts on the organisation of the group and the achievements children make. Policies and procedures are implemented effectively to successfully promote children's care and well-being. However the lost child policy needs to be amended to ensure information is clear.

The leadership and management of the nursery is good. Staff work well as a team and are aware of their roles and responsibilities. The manager uses discussions and regular meetings, with staff team to monitor the curriculum and the impact on children's individual progress.

Management ensure staff's training needs are met. This helps ensure all staff contribute fully to the group and successfully promote positive outcomes for children. The setting meets the needs of the range of children for whom it provides.

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

At the last inspection the setting was asked to ensure that children have an appropriate range of activities and resources that help children develop positive ideas on disability. Also to ensure that the child protection policy includes the procedure to be followed should an allegation be made against a member of staff.

The setting have made good improvements. Children are provided with a range of activities and resources which reflect positive images of disabilities. The groups' child protection policy includes the procedure to be followed in the event of an allegation being made against a member of staff.

### **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 good. 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):

- ensure staff always follow health and hygiene procedures when changing nappies.
- ensure lost child procedure is amended to make sure procedures are clear

#### **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):

- continue to ensure that curriculum plans include details of how children's learning will be adapted or extended in future activities

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)