



Abbey Wood Grange Day Nursery

Inspection report for early years provision

Unique Reference Number	EY330257
Inspection date	17 January 2007
Inspector	Ceri Ann Mills
Setting Address	16 Church Road, Kenley, Surrey, CR8 5DU
Telephone number	02086609040
E-mail	vlethbridge@btinternet.com
Registered person	Highfield Nursery Ltd
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 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?

Abbey Wood Grange Day Nursery has been registered since 1990 and came under new ownership in 2006. It operates from a large three-storey house in a residential area of Kenley, Surrey, and is situated within walking distance of the train station and local buses. The nursery is open from 08.00 to 18.00 from Monday to Friday, and operates throughout the year except for bank holidays and the Christmas period. The nursery offers flexible childcare options including daily, weekly and sessional places. A maximum of 106 children aged from three months to five years may attend at any one time. There are currently 132 children on roll, of these 30 children age three and four years receive nursery education funding.

Children are grouped by age and ability across the eight base rooms. Younger children are cared for on the ground floor. Older children are accommodated on the first floor of the premises. There is a fully enclosed outside play area and an indoor soft play room. The nursery supports

children with learning difficulties and children who speak English as an additional language. The nursery employs 33 staff members which include four who undertake cooking and cleaning duties. There are 16 members of staff who hold an appropriate early years qualification and eight at various levels of training, including two members of staff who are working towards early years degrees. Classes in French, Dance and Music are held once a week by visiting teachers.

The nursery receives support from the Local Authority Early Years and Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's good health is fully assured because staff implement highly effective procedures and practices which meet children's physical, nutritional and health needs.

The premises and facilities are extremely clean and well maintained. Outdoor shoes are removed in the baby unit which ensures younger children play on clean and hazard free carpets. The risk of infection is minimised because staff apply stringent hygiene procedures in preparation of food and when nappy changing. Children are extremely well cared for if they become unwell or have an accident because all staff have the required first aid skills. Clear procedures safeguard children in the event of emergency treatment being required and when medication is administered.

Children benefit from the consistent support and guidance which helps them to learn about personal hygiene. From a young age children develop excellent skills in self care, such as blowing their noses and brushing their teeth. Staff effectively supervise younger children in the bathroom, whilst older children are able to take themselves, which helps them to develop their independence. Children confidently access child size facilities, such as the low level toilets and hand basins. They automatically wash their hands after using the toilet and before taking food as staff talk to them about the importance of good hygiene.

Babies and toddlers experience an exciting range of physical play opportunities because staff have a thorough understanding of child development and make excellent use of the Birth to three matters framework to guide their planning. They encourage babies to reach out for toys developing their crawling skills and toddlers practise walking by holding hands. Babies' physical care needs are extremely well met as home routines are followed for feeding, changing and sleeping, ensuring continuity of care.

Children have exceptional opportunities to be active, which keeps them healthy and promotes a positive attitude towards exercise. They enthusiastically participate in weekly dancing sessions and have fun in the romp room as they roll, climb, balance and crawl through the soft play equipment. Children play in the fresh air most days and greatly benefit from the challenging and stimulating outdoor environment, which includes a spacious grass area and an adventure play ground.

Children's individual dietary needs are fully met because staff are extremely well informed about children's requirements. Children develop an excellent awareness of healthy eating. The recent introduction of the daily fruit basket involves children contributing and sharing different fruits brought in from home. Children look forward to lunch and benefit from the nutritious home cooked meals, which are carefully planned and include a vegetarian option. Food brought into the setting for babies is stored and prepared in accordance with parents' wishes.

Younger children develop their independence, for example by learning to feed themselves and older children are actively involved in serving their own meals. Children recognise their own bodily needs and confidently pour themselves a drink of water when they are thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises which are safe and secure because staff are vigilant at protecting children from potential hazards. Routine risk assessments are carried out and efficient procedures are in place for the safe arrival and collection of children. Staff deployment is very good, which ensures children are well supervised and a high adult: child ratio is maintained across the provision.

Children's security is fully assured. High door handles and child proof gates prevent children leaving their base rooms unsupervised and CCTV ensures that no visitors are able to gain entry without alerting staff and their presence is recorded.

Children benefit from the well organised and vibrant learning environment. Each base room has an extensive range of suitable and appealing equipment which is maintained in good order. Children and babies easily access their own resources, which help develop high levels of independence.

Children demonstrate a growing understanding of keeping themselves safe from harm and listen attentively to the gentle explanations from staff. They know why running indoors is dangerous and handle tools, such as scissors, appropriately. Children develop an awareness of safety in the community when they are taken out for local walks and from the police who visit the setting from time to time.

Children's welfare is safeguarded in the event of an emergency. For example, appropriate fire safety measures are in place and evacuation drills are routinely practised, so that staff and children are familiar with procedures. Children's safety in relation to child protection is assured as staff have a good understanding of their role and responsibilities enabling them to implement nursery and local safeguarding procedures. A child protection policy, which covers all aspects, is shared with parents so they know that a child's safety and welfare is the setting's first priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and clearly enjoy being in the nursery. Babies and young children build strong and trusting relationships with their key workers and benefit from the broad and balanced

range of activities and experiences offered to them. Children are sociable, make friends and play harmoniously together most of the time. They are eager to share their achievements with staff, such as a play dough creation or a completed puzzle, and are proud to see their work displayed around the walls. Consequently children feel valued and confident in their surroundings.

Children become competent learners and are well supported through high quality adult-child interactions. Staff position themselves close to where children play which helps them to sustain concentration and interest. Babies freely explore their environment through their senses and are fascinated by the feel of shaving foam. They confidently access a wide range of tactile toys and babble and squeal with delight in front of the mirrors.

Children effectively convey what they want and need to staff and their peers. Younger children use gestures and words with increasing confidence and staff are responsive to what children say and do. For example in preparation for painting at the easel a child helps another to secure her apron and staff talk to the child about the picture she is painting. The use of open ended questions effectively enhances children's thinking and communications skills. Children begin to learn about the world around them and show interest in the natural world and the pets within the setting. From indoors children can see seasonal and weather changes. A heavy down pour prompts them to talk animatedly about their experiences in the rain.

Children develop an appreciation of books from an early age. Babies investigate a variety of books and handle them with increasing control, toddlers snuggle in to staff when they share a story and older children enjoy the experience of taking a favourite book inside the canopy. Children have a growing awareness of their own and others' beliefs through discussion and well planned activities linked to special events and cultural festivals.

Children make good use of the outside play areas where they have plenty of open space and challenging equipment to develop and enhance their physical skills.

Staff plan a rich and varied programme of activities which is suitably adapted for children's different ages and abilities. Children under three years develop high levels of independence and competence in these early stages of learning because staff have a secure knowledge and understanding of child development. Effective use is made of the Birth to three matters materials to guide their planning and observations of children's progress.

Nursery Education

The quality of teaching and learning is good. Staff have a thorough understanding of the Foundation Stage Curriculum which is evident in their planning. Plans clearly show what children are expected to learn and children's individual development is monitored through observations and their next steps for learning are identified. However the transferring of observational information into some of the children's record books is less frequent.

There is a good balance of adult led and child initiated play. Staff allow children to interpret activities for themselves and are perceptive to children's interests.

Children have many opportunities to recognise numbers and letters within the setting and have access to plenty of mark making materials. They are keen to label their work and some children successfully write their own name. Most children identify their own name labels on their coat peg; on the lunch table and at self registration, which helps them feel a sense of belonging.

Children confidently contribute at group time. They listen well to each other as they share news and sing a favourite song. Children concentrate and are responsive when staff read a story. Children use their imagination in a variety of ways. They have a wonderful time playing together in the role play area and use resources purposefully. They talk imaginatively to each other on the telephone and show care for their "babies". Children's curiosity and investigative skills are enhanced as they work together to assemble a castle and problem solve with staff about where the walls should be positioned.

Children learn about space and shape through a variety of explorative activities. They have access to resources which support most mathematical concepts; however there is a lack of measuring equipment available. Children show an understanding of number and recognise numerals. Whilst engaged in play dough staff ask children how many stars they have cut out and children know and recognise the number which follows six as they complete a numerical puzzle. However, there are fewer opportunities to extend children's mathematical language and counting skills during everyday routines, such as at mealtimes.

Helping children make a positive contribution

The provision is good.

Most children settle very well because of the familiarity of the routine and the warm welcome given by staff helps children feel secure as they separate from their parents. Less confident children receive lots of reassurance as they are comforted by staff. Children know where things belong. They find their own coat pegs, know where to put personal belongings and enjoy the responsibility of putting activities away. Staff acknowledge children's efforts and achievements with praise which helps to build children's confidence and self esteem.

Children benefit from the staff's positive and consistent promotion of good behaviour. Staff support younger children in sharing and turn taking. Children know what is expected of them and show genuine concern for one another. As a result children behave well and develop positive relationships with their peers. Children feel valued and good about themselves because staff recognise the uniqueness of each child. An inclusive environment is promoted so all children and their families, including those with learning difficulties and/or disabilities and English as an additional language, receive the highest level of support from staff and outside agencies, enabling them to thrive and make good progress.

Children develop respect for themselves and each other as they learn about the community in which they live and celebrate the similarities and differences of the wider world. Children enjoy participating in the weekly French classes which provide them with an opportunity to hear, speak and sing in another language. Within the provision children meet and mix with a diverse group of adults and children and have access to resources which fully reflect society. As a result children's social, moral, spiritual and cultural development is fostered.

The partnership with parents is outstanding. Staff give high priority to establishing and sustaining successful links between home and nursery, ensuring parents are actively involved in their children's care and learning. Parents' views are encouraged and welcomed. There is an established parent committee with a representative from each of the base rooms. The committee meets regularly with the setting's management and staff and produces a newsletter for all parents. As a result parents feel fully involved in all aspects of the nursery.

Parents receive substantial details about the service provision and are well informed about the curriculum, which helps them to understand how their children learn and develop through play. Parents have excellent opportunities to share information about the children, in confidence, with those caring for them. The setting has a comprehensive range of policies and procedures which cover all aspects of care and these are accessible in the parents' area. An extensive range of useful information is available for parents through regular newsletters and notice boards. Parents' views about their children's needs and interests are actively sought before the child starts and on a regular basis thereafter, enabling staff to provide accordingly for them.

Key staff maintain records of children's progress and work closely with parents to plan children's next steps for learning. Regular meetings are arranged between parents and staff to discuss children's progress and there is an effective system in place for keeping parents informed about their children's achievements each day.

Organisation

The organisation is good.

Children's welfare, care and learning is effectively supported because staff have a clear understanding of their role and are knowledgeable on all aspects of the National Standards. Children are cared for in a vibrant and well organised environment where they receive a high level of support and supervision; play in safe and comfortable surroundings; and access stimulating and appealing resources. Children feel secure in their base rooms because they are cared for by a consistent and mostly qualified staff team who are deployed effectively across the provision. Key staff establish good links between home and the setting. Consequently staff know the children very well, ensuring children's needs are fully met.

Children are effectively protected as there are robust recruitment and induction procedures in place which ensure all staff on the premises are properly vetted and suitable to look after children. Appropriate arrangements are in place for students and visitors who come in to the setting on a regular basis. Staff working with children under three years have an in-depth understanding of child development and those working with funded children are knowledgeable about the Foundation Stage Curriculum so children make good progress towards the early learning goals.

Staff are familiar with the current policies and procedures in force which they implement effectively to promote good outcomes for children. However these have not been revised to reflect the change in ownership. All mandatory documents which contribute to children's health, safety and well being are in place. Records are orderly and efficiently maintained and securely stored. Data, such as accident records, are regularly evaluated to identify any weaknesses in the provision.

The leadership and management is good, which has a positive effect on children's learning. The management influence practice on a daily basis and use an appraisal system to identify ongoing training to further enhance the expertise of staff and the rich experiences offered to children. Staff work very well as a team and some have defined roles and lead responsibilities in areas such as health and safety, child protection and special needs. The staff team is motivated and consistent, ensuring children's continuity of care across the provision. All staff have every opportunity to attend a range of early years training courses and two members of staff are currently studying for a degree in early years.

Children benefit from the setting's many strengths and the management's commitment to identifying areas for improvement. The setting's five year development plan shows where and how changes have been made and the impact in order to ensure maximum benefits to children. The process for reviewing and monitoring the provision is still in its early stages and needs to continue to ensure the high quality of early education is maintained.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards. The provider is required to keep a complaints record 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):

- continue to review and monitor the provision to maintain the high quality of early education
- review all policies and procedures to reflect the changes of ownership.

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):

- increase mathematical resources and the opportunities for children to use mathematics in everyday 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