

Ferndale Road Day Nursery

Inspection report for early years provision

Unique Reference Number	EY100846
Inspection date	23 March 2007
Inspector	Angela Ramsey
Setting Address	Ground Floor, Exbury House, Ferndale Road, London, SW9 8AZ
Telephone number	0207 733 9779
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Registered person	Natalie Anne Salawa
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 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?

Ferndale Day Nursery is situated in a ground floor flat in a purpose built block, within a community estate. The premises comprises of a kitchen, children's dining area, over two's play room, children's bathroom, baby nappy changing area, office/staff room, staff bathroom, under two's play room, sleep room and boiler room. There is an enclosed outdoor play area adjacent to the premises.

The nursery is registered for a maximum of 24 children aged three months to five years of which no more than six shall be under two years. There are currently 30 children on roll. This includes six children who receive nursery education funding. Children attend for a variety of sessions. The nursery supports children with learning difficulties or disabilities, and children who speak English as an additional language.

There are ten staff members employed including the manager and cook. All childcare staff have an early years qualifications.

The nursery operates Monday to Friday 08:00 to 18:00 and is open throughout the year except for the usual bank holidays and a week at Christmas.

The setting receives support and advice from Lambeth Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about health and hygiene as staff routinely ensure that children wash their hands before meals and snacks, after using the toilet and after messy play. Children observe staff wiping down tables before and after use. Children have opportunities to exercise as they use the outdoor play space to run and climb on the wooden climbing frame. They also have opportunities to balance and enhance their spatial awareness as they negotiate corners and objects whilst riding on scooters and bikes.

The children aged under three also have opportunities to develop their physical skills when they visit the soft play room which is off site where they can climb and bounce on the cushioned areas. Younger children's small manipulative skills are not fully extended for example at meal times they are not encouraged to feed themselves.

The cleanliness of the setting is satisfactory however the nappy changing procedures are not always effective in promoting good hygiene. This is because some members of staff wear only one disposable glove when changing nappies and disposable aprons are never worn.

Homemade cooked meals are prepared on the premises by the settings cook. Children enjoy a balanced and healthy diet such as fresh fruit and vegetables which complies with individual dietary requirements. Staff liaise with the parents and they ensure that any dietary requirements or allergies are recorded on the registration forms and these details are also displayed in the kitchen with the photograph of the child. This serves to protect children's health. Lunch time is a relaxed social time and staff sit with and also eat their lunch with the children. Drinks are readily available to children at all times. They are also able to rest or relax according to their needs.

Children are well cared for by staff in the event of illness or injury. Several staff members have training in first aid and a well stocked first aid kit is available for use when required. A mini first aid kit is also taken on all trips and outings. Parents are contacted as soon as possible if a child becomes ill and the child is comforted and well cared for until their parents arrive.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Positive steps have been taken to ensure children are cared for in a safe and secure environment. Security is satisfactory as visitors are unable to gain entry without a member of staff first identifying them. Staff carry out regular risk assessments on toys and the indoor and out door play areas. However, children's safety is not totally protected as they have some access to a drain which is not covered. Risk assessments are completed when going on trips to ensure that children are safe on outings. Babies and young children sleep in comfort, away from the main play area, and are regularly checked by staff. This ensures their well-being.

Fire safety equipment is in place and checked regularly to ensure that it remains in good working condition. Staff carry out regular fire drills with the children in order to ensure that they are aware of the appropriate action to take in case of a fire.

Children's welfare is protected by staff who have a sound knowledge and understanding of child protection issues and know how to seek further help and advice should they have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the setting and they have fun. The staff are friendly and this contributes to creating a relaxing atmosphere where children feel a sense of belonging. Babies are able to explore resources and toys by using their senses. When playing with activity centres they enjoy pressing buttons, listening to sounds and looking at flashing lights. As the younger children become mobile they are able to pull themselves up to a standing position using the furniture and dance to music which is played in the background. Young children practise their language skills by having pretend conversations on the toy telephones. Opportunities are available for children to initiate their play and staff assist and encourage the children to do this.

Some of the staff who care for the children aged under three have attended some training in relation to the 'Birth to three matters' framework and have begun to incorporate this when planning activities. However, this planning is not in detail and does not currently include activities to enhance children's progress and plan for their next steps.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are keen to support the children in their learning and play. Staff have an adequate knowledge and understanding of the Foundation Stage curriculum. Medium and short term planning is in place to ensure that children are making some progress towards the early learning goals. Key worker assessment records are in place, however, these have not been fully developed to ensure that individual children's progress is monitored and their next steps are appropriately planned.

Children are confident speakers and converse with their peers and staff members through their everyday play, for example, when talking about themselves and their families as they participate in activities. They develop thinking and listening skills as they sit quietly and concentrate during story times following the pictures and pre-empting what is going to happen next. At the listening post children wear headphones and listen to music or story tapes and they are able to follow along whilst looking at the story book which accompanies the tape. Children are learning to match letters to sounds and they are able to recognise the letters of the alphabet, for example, they know which letter their names start with. They are encouraged to write their names on their creative work and they are able to help themselves to mark making equipment during their everyday play. However, staff do not provide extension activities for more able children.

Children's mathematical skills are developing satisfactorily through planned practical activities. They learn about size, as they compare the sizes of bears which range from biggest to smallest, playing shape lotto, completing number puzzles, using scales to weigh items and when using calculators and rulers. Staff also use opportunities at story time to reinforce numbers by encouraging the children to 'count the ladybirds' and to show how many ten looks like by holding both hands in the air.

To help children in their knowledge and understanding of the world, the staff team have recently completed activities linked to a theme called 'People who help us'. Staff organised a visit from

a local police officer who spoke to the children about his job and the children were able to try on his helmet. Children also benefited from a visit from fire fighters which they greatly enjoyed. This helps children to learn about their local community. Activities were also planned which links in well to children's role play; the children were able to dress up as doctors and nurses, and 'make each other better' as they used bandages to 'tend to head wounds'. Children have access to a computer and are becoming skilled at navigating around screen.

Once a week the funded children are able to participate in French classes. The tutor teaches the children the colours in French and parts of the body such as eyes, nose and head. The children are also able to sing songs such as head and shoulders and the 'Hokey Cokey' in French. These lessons aid children's memory, as they recall words they have learnt the previous week.

Children are learning to gain control over their bodies through physical activities such as riding wheeled toys and using climbing equipment in the outdoor play area. Children have satisfactory opportunities to practise fine motor skills as they experience paint, use cutlery, use spades to scoop up water whilst engaging in water play and cut with scissors. Opportunities which enable children to express themselves creatively are provided through a range of mediums, such as making collages using pasta, experimenting with the feel and texture of materials such as clay, corn flour and paint.

Helping children make a positive contribution

The provision is good.

The staff team know the children in their care well and work hard to meet their individual needs. A system is in place to identify and support children with learning difficulties or disabilities, which works well with the involvement of parents and outside agencies.

Children behave well and respond positively to the praise and encouragement they receive from staff as they learn about taking turns and sharing with others. This benefits children's self esteem.

Children's social, moral, spiritual and cultural development is fostered. They explore other cultures and beliefs through planned activities such as celebrating different festivals such as Black History month, Chinese New Year and Carnival and also through free-flow activities such as having access to multicultural toys and resources in their everyday play. The children recently took part in Comic Relief, they raised funds by selling cakes for charities who help children in this country and abroad.

All children benefit from learning French as they all take part in a lesson once a week. The French tutor teaches the children under three the names of colours and parts of the body such as head, nose and eyes which the children repeat.

Partnership with parents and carers is satisfactory and works well. Parents are warmly welcomed into the setting as they bring and collect children and staff are available to speak to at any time. Parents receive information about the setting and are encouraged to speak to staff about their child's progress. They are also provided with information regarding the Foundation Stage curriculum and the 'Birth to three matters' framework.

The parents of the children aged under two are provided with a daily record of their child's needs and routines. This includes what their child has eaten, how long they slept for, the

activities they have taken part in and details of nappy changes. This keeps parents informed of their child's day.

Organisation

The organisation is satisfactory.

The setting is organised to provide base rooms which are appropriate for the needs and the ages of the children for which they cater. Toys and resources are organised to provide children with some free access to activities which stimulate and engage them. Staff are clear of their roles and work well together to ensure that the needs of all children are met at all times. They are well deployed to ensure that children receive individual attention and support. Children's care and learning are well supported by the range of policies and procedures in place and staff have a sound working knowledge of these. However, planning does not currently include information for planning children's next steps.

Vetting procedures are in line with current legislation and the manager ensures that criminal record checks are completed for all staff and students. All staff working with children have relevant qualifications.

Leadership and management is satisfactory. The manager appropriately supports the staff through staff meetings and regular appraisals. Staff's training needs are known and acknowledged but due to high demand staff are not always able to access training. The manager is aware of this and does her best to meet the training needs of staff. Recently a member of staff who was able to attend training on the Birth to Three Matters framework, completed a presentation to her colleagues to enlighten them on some of the aspects.

Overall, the provider meets the needs of the range of children for whom they provides.

Improvements since the last inspection

The setting was found to be inadequate at the last inspection for both care and nursery education inspections and actions were raised as a result.

In relation to the care inspection, the provider agreed to: ensure that effective procedures are in place for checking that any staff not vetted are not left unsupervised with children; organise resources so that they are readily accessible to children to enable them to make choices; ensure that fresh drinking water is available to children at all times; keep a record of complaints relating to the National Standards and any action taken; ensure that the child protection policy includes the procedures to follow in the event of an allegation of abuse being made against a member of staff and provide opportunities for staff to up-date their knowledge and understanding of child protection; organise the use of the red and blue units during the course of the day to ensure that the needs of all children are sufficiently met; ensure correct staff/child ratios are maintained at all times.

All members of staff, including students, have completed a criminal record checks. Volunteers do not have unsupervised access to children. Resources are organised and labelled to enable children to make choices. Children are able to help themselves to drinking water. Records of complaints are kept in line with current legislation. The setting's child protection policy has been updated to include the procedures to follow in the event of an allegation of abuse being made against a member of staff. Staff have also applied to attend training in child protection

procedures. Red and blue rooms are organised to ensure that the needs of all children are sufficiently met. Correct staff to child ratios are maintained at all times.

In relation to the nursery education inspection, the provider agreed to: increase staff's knowledge and understanding of the curriculum guidance for the foundation stage to improve the quality of teaching and children's learning; develop assessment procedures to identify individual learning needs of children and track their progress and ensure that these are shared with parents; ensure rigorous systems are in place to monitor and evaluate nursery education provision;

Two members of staff have attended training on the curriculum guidance for the Foundation Stage.

Observations are completed and information is used to track children's progress and parents are kept informed. Systems are in place to monitor and evaluate nursery education provision. Assessment procedures are in place to identify individual learning needs of children and track their progress and this information is shared with parents.

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 all members of staff wear protective clothing, such as disposable gloves and aprons when changing nappies
- provide opportunities for younger children to practise feeding themselves
- ensure the outside drain is made inaccessible to the children

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):

- further develop the assessment records to ensure that children's individual progress is monitored and use this information to plan for children's next steps (Also relates to care)

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