



Greenacres

Inspection report for early years provision

Unique Reference Number	511417
Inspection date	13 March 2007
Inspector	Jane Nelson
Setting Address	143b High Street, Hampton Hill, Hampton, Middlesex, TW12 1NJ
Telephone number	020 8941 8608
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Registered person	Greenacres Day Nursery School (Hampton) Limited
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Greenacres Day Nursery opened in 1996. It is based in Hampton, Middlesex and operates from two buildings sharing a communal garden. The nursery serves the local community.

The nursery is registered for 54 children aged three months to five years, and cares for children aged under three years. Children over the age of three, transfer to Greenacres Pre-School, 85 High Street in Hampton. There are currently 112 children aged three months to three years on roll. Children attend for a variety of sessions. The group operates from 08.00 -18.00 Monday to Friday, throughout the year, except for bank holidays.

The nursery has systems in place to support children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The nursery implements the Birth to three matters framework.

There are seventeen full time, and one part time, members of staff work who with the children. Over half the staff have Early Years qualifications equivalent to NVQ level 2 or 3 and three staff are currently working towards a recognised early years qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Older children are learning to take responsibility for their own hygiene, for example, they wash their hands after toileting, following creative activities and before meals. Opportunities for younger children to do so are limited, as they cannot reach the adult size sink in the bathroom on the ground floor, unless supervised. Staff reinforce good hygiene, by talking to children about washing their hands and faces, while doing so with individual, damp flannels, after meals and play. Nappy changing facilities, for older children, do not ensure privacy. For example, a changing mat located in a small bathroom is used. Restricted space sometimes results in children having their nappies changed in the bathroom doorway, which leads into the hall, which staff and children walk through to get to the sensory room next door.

Children have very good opportunities for well planned outdoor play, exercise and physical activities which encourages their physical development and good health. For example, older children have great fun outside riding bikes, running and jumping, they navigate space well, and some children are confident in using the pedals on bikes. Children run around, searching for hidden bunnies in the garden, during a game with a member of staff and have fun feeling and digging in soil. Young babies enjoy the fresh air and can watch the older children playing, as they sit, crawl and pull themselves up, in an enclosed outdoor area fitted with decking.

A balanced and healthy diet is provided encouraging children's good health. They enjoy their lunch of spaghetti bolognese. Babies are fed in low chairs by staff who sit at their level. Babies independent feeding, is encouraged, by extra spoons being provided for them to experiment with, while they are being fed by staff. The organisation of lunch time for children aged 15 months to three years is in a large group, in one room. This results in limited space between tables, and a sometimes noisy environment for younger children, some of whom, are tired after the morning activities.

All staff have attended first aid training although some qualifications have recently expired. They follow procedures for administering first aid and record accidents thoroughly, which protects children's health. For example, following any accident involving head injuries or bumps, children are closely monitored at regular intervals, which staff record, if necessary medical advice is sought. Staff inform parents immediately, by phone, of any relevant incidents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use a good range of toys, equipment and materials which are safe, in good condition and promote their development. For example, young babies are able to gain mobility in safety,

they have space to crawl, roll, and pull themselves up on low furniture. They enjoy exploring safe play materials such as play food, pop up toys, shakers and tactile toys and are well supported by close supervision from staff. Older children are able to use a variety of play materials and equipment safely. They use play materials on low tables and the floor and are able to move around safely, taking play materials, such as dolls, with them. Children help themselves to equipment safely from low storage units and can sit comfortably looking at books.

Children are cared for in a safe and secure environment. Space is well organised to enable them to play and move about safely and they are well supervised by staff. Risks are identified and good supervision by staff, minimises most risks, however, the stairs on the ground floor of one building are accessible to mobile younger children. Older children are supported well in using stairs carefully and safely. Play structures with small steps in playrooms encourage children to gain confidence in using steps safely. The outdoor space is well planned and resourced for children to play and gain confidence using equipment such as the climbing structure and bikes safely.

Children's welfare is protected by staff's understanding of their role and the action to take if they have concerns. Clear written policies and guidance are in place and the designated person has a clear understanding of their role.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a varied, interesting and stimulating range of play experiences and activities which encourage their development well. Older children enjoy using their imagination, and have fun playing in the 'shop' buying flowers, and handling money. They listen avidly to the hungry caterpillar story, counting the fruits the caterpillar has eaten, calling out the fruits they like and what fruit they have at home. Younger children have fun painting, they feel the paint on their hands and make prints on paper using their hands, bricks and cars. Younger children enjoy looking at books, they sit comfortably, on adults knees and talk about the pictures in the book, repeating words and pointing to objects. Children have great fun playing with a tray of rice crispies, they trickle them through their fingers, and listen to the noise, as they squash the cereal with their hands and feet. Babies explore their environment, gaining confidence in mobility and, exploring pop up toys. They enjoy listening to staff singing, and vocalise when animal puppets are used with a story. Babies are learning to express their likes and dislikes as they indicate by facial expression or by turning away when they don't like an animal puppet being used as a story prop.

The outdoor curriculum is well planned and resourced, providing good opportunities for children's physical development, and opportunities to investigate natural textures such as soil and sand. Some equipment is wall mounted at children's level encouraging them to use different methods of mark making, explore sounds with musical instruments and match digging tools to corresponding shapes on a hanging board.

The nursery implements the Birth to three matters framework and staff demonstrate a good understanding of the framework by their planning and organisation of resources and activities. Staff interact very well with children, they are warm and affectionate, giving lots of physical

contact and reassurance. They encourage and extend children's language well, by talking continually to children, giving explanations and asking questions. Young babies are encouraged to vocalise through repetition and experimentation.

Helping children make a positive contribution

The provision is good.

Children are learning about the world they live in and the beliefs of other people. For example, they celebrate and find out about different festivals and have access to a range of resources such as books, dolls and play figures that reflect diversity. Older children are developing a positive self-image as they participate in projects about themselves, paint self portraits and use cameras to take photographs of themselves and each other.

Staff know children well, which enables them to plan and provide activities, according to individual needs and interests. Children gain independence as they choose what to play with, and are able to help themselves to play equipment. Children behave generally well, they are busy and interested in their play. Their confidence and self esteem is encouraged well, by having their achievements and positive behaviour recognised and valued. Children are learning about the wider community, as they have fun, joining in community activities such as wearing clothes back to front to fund raise for Red Nose week.

Good systems are in place to share information with parents, for example, notice boards are informative and daily liaison sheets, containing information about children's day, are completed by staff and given to parents. Planned individual meetings between key workers and parents take place, regularly, to discuss children's development.

Organisation

The organisation is good.

The nursery is well organised and managed. Clear and comprehensive policies and procedures, provide guidance for staff and information for parents. Written documentation is clear and well organised, ensuring information is shared with parents and records maintained. The nursery is well equipped with a good range of play materials and equipment that encourages children's development.

Staff are deployed well ensuring children's health and safety are protected. However, the stairs on the ground floor are accessible to younger children, nappy changing procedures for older children do not consistently ensure privacy, and the organisation of lunch time in a large group, for some children, results in a high noise level.

Staff work very well as a team, they enjoy their work and plan and provide a good range of interesting activities to promote children's development. They are well supported by regular appraisals, access to training and good staff incentives such as 'member of staff for the month' awards. This results in staff feeling valued and committed to the nursery. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Following the last inspection the following recommendations for improvement were made:

ensure that all records relating to Criminal Records Bureau (CRB) disclosures are readily accessible on the premises and available for inspection at all times, ensure garden toys and equipment are clean and well maintained, keep a written record, signed by parents, of medicines given to children, ensure that children have access to a wide range of materials that display a positive image of people with a disability.

The provider has made the following improvements to health and safety; a record of all staff CRB checks is maintained and kept on the premises, garden toys and equipment are cleaned regularly and are well maintained, any medication administered is recorded and signed by parents, and the resources reflecting disabilities have been increased ensuring that diversity is reflected positively in the resources children use.

Complaints since the last inspection

Since 1 April 2004 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

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.

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):

- improve the organisation of meal times, for children aged 15 months to three years, to ensure children can sit comfortably in small groups,
- make sure that arrangements for older children's nappy changing ensure privacy and meet all children's needs,
- make sure that stairs on the ground floor are inaccessible to children.

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