

The Angel Nursery Community Childcare Centre

Inspection report for early years provision

Unique Reference Number	135104
Inspection date	20 June 2007
Inspector	Linda Close
Setting Address	St. Gabriel's School, Churchill Gardens, London, SW1V 3AG
Telephone number	020 7828 1922
E-mail	wcs@wcs.org.uk
Registered person	Westminster Childrens Society
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 good.

WHAT SORT OF SETTING IS IT?

The Angel Nursery is one of 15 funded and supervised by the Westminster Children's Society serving the local community. It opened in 1992 and operates from one large room plus a smaller one. It is situated in St Gabriel's' School in the semi-basement. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 08:15 to 17:45 for 51 weeks of the year. Morning sessions run until 12:00, afternoon sessions start from 13:00 and a number of children stay all day. All children share access to a secure enclosed outdoor play area.

There are currently 37 children in total receiving funding for nursery education. The nursery currently supports a small number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs five staff one of whom works part-time. Four of the staff, including the manager and deputy hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from the good standards of cleanliness that are maintained indoors. Contract cleaners work in the setting out of hours and nursery staff keep the floors, tables and toilets clean during opening hours. Children are learning good personal hygiene through discussing the importance of washing their hands after craft work, after nappy changes or using the toilet and before eating. Staff follow sensible nappy change routines to avoid cross-infection. Children's health is safeguarded because a member of staff who is trained in paediatric first aid is on the premises at all times. Parents know they must keep children at home if they are unwell which prevents the unnecessary spread of infection.

Children enjoy healthy snacks such as dried apricots and they have free access to milk or drinking water from a cooler in their playroom. Staff offer nourishing breakfasts and tasty tea meals such as home made soups that are prepared on the premises. They liaise effectively with parents to enlist their support in promoting healthy eating for the children. Children eat packed lunches brought from home. They sit with their friends and the staff and enjoy their meals. They benefit from the social aspects of eating at the table together.

Children show that they can climb with confidence on the climbing apparatus outside. In spite of having daily access to a spacious, secure outdoor play area the children do not take as much healthy exercise as they should. This is partly because one member of staff is rather static outside which does not fully encourage the children to take part in energetic activities and partly because the resources for outdoor games are not well presented. Wheeled toys, rockers and small outdoor sports equipment are stored in some confusion. They are not easily accessible to the children which limits their opportunities to engage in healthy, vigorous play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe in the setting because the security is good. A sturdy outer gate is kept locked at all times and staff can monitor and release the gate via a video entry system. The indoor accommodation is very welcoming to children and parents. It is very attractively arranged and sufficiently spacious for all activities. Interesting displays of photographs, mobiles, art work and pictures serve as tools for further learning for the children who enjoy looking at them and telling adults about their past activities. Children made good use of a side room that is set aside for sensory experiences. This room also provides a peaceful setting for children to sleep after lunch.

Tables and chairs in the playroom are the correct size for children to sit and play in comfort. They enjoy looking at books and sharing stories with their friends in a comfortable reading area. Toilet and hand washing facilities are clean and easily accessed by the children although the toilet seats are either missing, broken or ill-fitting which does not contribute to their comfort. The outdoor space is secure, spacious and level. Children take pleasure in their digging area outside where they are currently growing herbs, beans and strawberries. The soft surfaced area has a sturdy climbing frame and suitable facilities for imaginative play. However, the area set aside for sand and water play is somewhat neglected and unattractive. Children have sand and water play indoors but when outside they have none. Funds have been allocated to refurbish

the outdoor area and an action plan is in place for the work to be completed in August but at present there are parts of it that are not well kept.

There are several large green pot plants dotted around the indoor area which creates a pleasant ambience for the children and adds interest to their playroom. The children can make independent choices and decisions indoors because their toys and resources are neatly arranged and stored at a low level. Indoor equipment supports all areas of learning and meets the developmental needs of children of all ages and abilities. Indoor toys are plentiful and most are in good condition although the construction toys are a little worn. Outdoor toys and sports equipment are sufficient although not all are well presented. Staff make daily safety checks indoors and they ensure that there are no hazards for the children in the playroom. The outdoor area is also checked for safety and most, but not all, hazards are identified and removed.

Children are safeguarded in relation to child protection issues because the manager and staff are well aware of the signs or symptoms of ill treatment. The manager reminds her staff to bring any concerns to her promptly so that appropriate steps can be taken without delay.

Helping children achieve well and enjoy what they do

The provision is good.

Training courses and practical work with children have assisted the staff in gaining familiarity with the Birth to three matters framework. They ensure through their planning and teaching that children benefit from activities that support their progress in most aspects of all areas of learning. Staff ensure that children gain the most from planned focus activities by using guide sheets that help them to identify the steps and stages of learning as they work with the children. These sheets were put to good use during the inspection in such activities as mixing paints to find out what happens when primary colours are mixed. The observation notes that staff make during focus activities as well as numerous photographs are transferred to the children's records of progress. The records are used by staff to plan the next steps in learning for each individual child.

Children enjoy the freedom to choose toys and activities from the interesting range that is set out each day in the playroom. They are also seen to benefit from being together at circle time and from daily small group story and discussion times with their own key worker. The children are very happy in the setting and they sometimes burst into spontaneous song as they play. They choose playthings as soon as they arrive and find no difficulty in parting from their parents or carers. Children show a keen interest in all of their activities. They enjoy play both indoors and outside although the outdoor area is not as stimulating as the indoor playroom. All staff work together to agree future activities. They meet to share the ideas they have gained from discussions with the children and then plan themes or topics that follow the children's interests.

Nursery Education

The quality of teaching and learning is good. Staff are confident in their knowledge and understanding of the foundation stage. They show this in the way in which they often seize learning opportunities as they arise. This is evident at circle time and in day to day discussions when children are gently corrected if they use the wrong tense in their speech and are encouraged to count aloud in all manner of activities. Children are gaining very good levels of independence through following daily routines such as helping to put away toys at tidy up time, helping themselves to drinks and snacks and making choices and decisions throughout the day. Staff are good role models in that they are pleasant but firm and they help the children

to think of the needs and feelings of others. Consequently the children are well behaved and happy to apologise and hug their friends if they upset them in play. Children share their news from home at circle time and this often includes news of celebrations associated with their own culture.

Children choose and share books in a comfortable reading area. They hold the books correctly and turn the pages with care. They use picture clues to tell the stories to their friends and listen well when adults are reading stories to them. Children have easy access to a good range of resources for mark making and they are beginning to make marks and have a go at writing their own names. They are learning to recognise the sounds and shapes of the letters of the alphabet and they use their growing knowledge to find their place names at lunch time. Numerous examples of children's early writing are displayed around the room which shows the children that their work is valued. Staff work hard to extend children's vocabulary and those children who speak languages other than English are gaining confidence and making good progress. Children use positional words accurately and they show in practical ways that they understand words such as next to, behind, under and beside. Past plans show that children learn about shapes and sizes. They enjoy worthwhile measuring activities and find out how big a cardboard box needs to be to fit a child inside. Staff encourage children to count aloud as they play and they can confidently count down from 10 to zero.

Stimulating topic work helps children to learn about the wider world. Their recent visit to the London Aquarium enabled them to see, touch and learn about living fish of all shapes and sizes. They examined fish in the nursery and enjoyed cooking and eating it afterwards. Their gardening activities showed them where strawberries, beans and potatoes come from and what plants need to grow. Children have learned a lot about mini-beasts in their current topic work. They have access to a tape recorder and a compact disc player to find out what happens when buttons are pressed. Their computer is out of order and therefore it cannot be used to support their learning at the moment. Staff provide the children with good opportunities to develop control over their hands. Children hold pencils and crayons firmly, they use scissors with growing accuracy and competence. Play with construction toys is a favourite activity with some children and they enjoy fitting things together even though some of their construction toys are rather worn.

Children's creative development is a strength in the nursery. Staff present the children with good quality resources and exciting art and craft activities. They actively encourage the children to make models and to mix and explore items such as dough making ingredients. Children made shakers during the inspection and they used glue, pasta and glitter without inhibition. The shakers were then used to accompany a children's band which involved a group of children getting together to sing and make music of their own volition. Staff are adept at helping the children to express their own creative ideas.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well known to the staff. They find out about allergies, health issues and any parental preferences at the time of registration. This exchange of information contributes to continuity of care. Staff observe children and note their progress and they use the information gained to plan for the next steps in children's learning. In this way they ensure that the educational programme meets children's individual learning needs. Children with learning difficulties are cared for very well in the setting. A member of staff provides individual support for children if there is a need. Individual education plans are made in collaboration

with parents, carers and outside agencies and targets are regularly reviewed. Behaviour management is a strength in the setting. Children respond well to the firm, kind guidance they receive from all staff. They are content and their behaviour is good. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. The manager and staff have established good relationships with parents and carers. They welcome them into the setting each day and provide useful information about day-to-day activities and children's progress. Plans are shared with parents so that they can lend their support at home. Suggestions for activities that parents can do at home are displayed in the setting. A file of information sheets is set out for parents who can have copies of any of the pages on request. Staff work very well with parents regarding such matters as potty training.

Organisation

The organisation is satisfactory.

Ofsted has not been informed about the appointment of a new manager at the setting which is a breach of regulation. The majority of the staff team are suitably qualified and all are checked for their suitability to work with children at the time of their employment. Induction procedures gives staff the opportunity to become familiar with the policies and procedures of the nursery. Regular supervision meetings enable staff and the manager to work together to identify suitable training to assist staff with their professional development. All of the required documents and records are in place with most of the necessary detail needed to support the efficient running of the nursery for the children. There is a record kept of all visitors to the setting which shows their time of departure but not their time of arrival.

The manager has identified the need to improve the outdoor area but has not taken steps to keep all outdoor resources and all parts of the outdoor area in good order for the children attending until the proposed refurbishment work takes place. Risk assessments are made on a regular basis and most safety issues are identified and minimised appropriately.

Leadership and management in relation to Nursery Education is good. The manager monitors the educational provision by direct observation and she ensures that good standards are maintained. Staff are well informed about the stepping stones towards the early learning goals. The manager works with staff so she is aware of the content of future plans. She makes sure that staff provide sufficient challenge for the children. The manager helps staff to find and attend training to support their work with the children.

Improvements since the last inspection

One recommendation was made at the last care inspection. Staff agreed that they would consider how to further improve the outdoor area to meet the developmental needs of the children. Staff have provided an area for children to plant, observe and care for vegetables and herbs. They take pleasure in this activity but the rest of the outdoor area has not been developed to meet the needs of the children and it continues to be a weakness in the provision.

Staff agreed to consider how they would provide more challenge for the more able four-year-olds at the time of the last education inspection. Staff show in their planning and teaching that their expectations of all of the children are appropriate for their age and stage of development.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required either 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.

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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 that children's toilet facilities are maintained in a good state of repair at all times
- ensure that Ofsted is promptly informed of any significant events at the setting
- ensure that the record of visitors to the setting includes all the necessary details

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):

- ensure that the outdoor toys and resources are maintained in good condition at all times and that they are easily accessible to the 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