

ABC Day Nursery Group

Inspection report for early years provision

Unique Reference Number	129002
Inspection date	14 May 2007
Inspector	Silvia Richardson
Setting Address	1 Melfield Gardens, London, SE6 3AH
Telephone number	020 8695 0882
E-mail	
Registered person	ABC Nursery Group
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?

ABC Day nursery was registered in 1995. It operates from a prefabricated single story building. The areas used by the nursery comprises of 5 group rooms, and has use of an enclosed outside play area. The nursery serves the local area. The nursery operates Monday to Friday from 8.00 to 18.00 and opens 51 weeks of the year, only closing for bank holidays and one week over the Christmas period.

The nursery is registered to provide full day care for 38 children from three months to under five years. There are currently 36 children from one year to under five years on roll. This includes 17 funded three year and four year olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

More than half the staff have early years qualifications to NVQ level 2 or 3. There are nine full-time staff who work with the children. The nursery has regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support

services run by the Lewisham Early Years Development and Childcare Partnership (EYDCP) and the Lewisham Early Years Advice and Resource Network (LEARN).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Facilities are hygienically maintained and floor play areas, toys and equipment are cleaned thoroughly on a regular basis, so that children's health and welfare are promoted in the setting. Some good practices include, prohibiting the wearing of outdoor shoes, so that babies play on clean floor areas. Keeping food and babies cups and bottles covered protect them from dust and airborne germs. However, when babies drop their beakers and bottles on the floor, adults place them back on the table, without first rinsing them, compromising children's health.

The nappy change area is hygienically maintained because adults use an anti-bacterial spray to clean the changing mat after each use. There is some risk of cross contamination during nappy change routines, because adults are not always wearing protective clothing and children can easily access the bins used for disposal of nappies and paper towels. Babies are supported to wash their hands, but not as part of their care routine. Having changed a nappy, adults clean the area, before taking the child to wash their hands, rather than encouraging hand washing immediately after and as part of children's personal care routines.

Children are offered a balanced range of nutritious snacks and meals, promoting healthy eating. Menus take account of individual dietary needs and details are kept of any allergies to protect children's health. Individual dietary preferences are catered for, meeting children's cultural needs and respecting parents wishes. Children have some good opportunities to enjoy fresh air and exercise, because outside play is scheduled as part of children's daily activities. Records are kept of any accidents that may occur, although full details are not accurately recorded, so parents are not fully informed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are encouraged to move around the setting safely by forming orderly lines. They understand the importance of walking and not running inside, to avoid bumps and falls. Children use tools, such as scissors and play equipment, such as construction materials, safely and appropriately, because adults demonstrate and explain to children correct use and rules for safe play. Adults are vigilant and supervise children closely, minimising the risk of accident. Some good measures are in place to keep children safe, such as gates across doorways and covers placed over electrical sockets. Babies are kept safe in feeding chairs, because they are strapped in securely. Children are safe and protected while sleeping, because an adult always sits with the children and checks them regularly.

Children are kept safe in the event of emergency evacuation of the premises, because they practise drills regularly, so that they know what to do. Fire safety precautions include, keeping exits clear, working smoke detectors and a fire blanket easily accessible in the kitchen. Risk assessments are rigorous, so that any potential hazards are identified and dealt with quickly and efficiently, maintaining the safety of the children. Children are kept safe and protected should safeguarding concerns arise, because adults appropriately follow guidelines for recording and reporting child welfare and protection issues. The premises are secure, preventing

unauthorised entry, although visitors to the premises are not always properly accounted for, because they are not consistently requested to sign the visitors book.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled, because they are cared for by key workers in base room settings, contributing to their sense of security and belonging. Children are enjoying a broad range of activities, because these are attractively set out and presented. Children access a wide range of resources, sorted into sets and labelled, supporting independent learning. Children play cooperatively and are developing social skills, because activities are arranged to actively support group play. Children feel good about their efforts and achievements because adults are readily available to praise children and make them feel good about themselves. Children's learning and skills acquisition is enhanced by the adults interacting in warm, positive and caring ways.

Younger children enjoy a range of play materials and activities set out for them and can also select resources of their own choosing, because storage arrangements ensure play materials are easily accessible. The babies play environment is stimulating and motivating, because they too can easily reach toys and play materials, as these are set out around the room at floor level. Some care practices with younger children, are not actively promoting their welfare, because some adults demonstrate a lack of awareness of appropriate personal care practises, such as with hand and face washing and managing sleepy or distressed children. Planning for the needs of some individual children is not up to date and some adults are insufficiently skilled in communicating with children to help them integrate effectively in their group.

Nursery Education

The quality of teaching and learning is good.

Adults working with children demonstrate a strong knowledge base of the Foundation Stage of learning, so that children are presented with an appropriate range of activities to support and promote their learning across all six areas. Children are developing independence and autonomy in their learning, because adults working with them are skilled in providing for and responding to their needs throughout the session. Adults support children through a range of stimulating activities, sustaining their interest and motivation. Children are supported well to use the computer and adults respond quickly to children, so that they get any help as required. Children share well, because adults consistently praise children to encourage desired behaviour. They facilitate negotiation and sharing through discussion, helping children develop skills in this area. Adults respond swiftly to children, not keeping them waiting, and this is sustaining their interest and learning in whatever activities they are engaged in. Children are relaxed and feel comfortable about making mistakes while learning, because adults are positive and reassuring.

Activities are adapted well to suit children's different starting levels. Children confidently select resources of their own choosing, because they are easily accessible and adults praise children in their extended play. There is a good range of tactile experiences, things to see, feel and smell and children confidently approach adults for help and support during their exploratory and creative play, because adults are approachable and reassuring. Adults build a good rapport with children, because they sit and play with them and talk to them, participating in their play and activities. Children are developing maths skills through using and talking about bricks and blocks, shapes and sizes, matching and sorting numbers and colours. There are a good range

of resources promoting learning, although there are some missed opportunities for children to practise counting and calculating through everyday routine activities. Children's language is developed well through role-play and they have lots of opportunities to see and talk about written words, through good use of labels, signs, pictures and books.

Helping children make a positive contribution

The provision is satisfactory.

The children have access to a small range of toys from around the world, and they have a display reflecting this, promoting their knowledge and understanding of diversity. The children have a selection of books which reflects positive images of race and culture, helping the children to feel good about themselves. Children enjoy participating in a range of activities enhancing their experiences of festivals and celebrations. The setting provides a range of resources for the children, such as left handed scissors, so that they enjoy equality of opportunity for cutting activities. The setting is working with the local Early Years advisors and the SENCO of the local authority, assisting staff in addressing children's needs. Planning is not up to date and staff are not sufficiently skilled in communicating with children, so that some children are having difficulty integrating within the group.

Generally children are well behaved and play cooperatively, because adults consistently praise and encourage children to share and take turns. The children talk to each other about acceptable behaviour, as the adults are good role models promoting positive attitudes. Some adults are more skilled than others in engaging younger children in activities and sustaining their attention. As a result some children are easily distracted creating some disruption for the group. The staff communicate well with the parents and carers about the children's care routines and this is promoting the children's welfare. Good use is made of daily record sheets for the youngest children, so that parents and carers receive some written confirmation, informing them of their children's care and development. Overall, children's spiritual, moral, social, and cultural development is fostered.

The quality of partnership with parents and carers is good.

Information for the parents and carers is attractively displayed, so that they are kept well informed about the sorts of activities the children are taking part in. Excellent use is made of photographs, providing clear visual images of how activities promote children's learning. Written information is also available, so that parents have a good understanding of the Foundation Stage of learning. Parents and carers have good opportunities to express their views and opinions, helping them to feel involved and promoting positive partnerships. Adults make time to talk to parents and to share information, both formally and informally, so that they feel welcome, informed and involved in their children's nursery life.

Organisation

The organisation is good.

Adults are properly vetted ensuring they are suitable to look after children. A good ratio of qualified staff and assistants are employed, so that children receive appropriate levels of support and supervision. Records, policies and procedures are in place, ensuring the safe and efficient management of the setting and these are implemented effectively so that the welfare, care and learning of the children are actively promoted. Staff are generally well deployed and work well as a team, supporting children's care and learning. Activities are especially well organised, so that children have easy access to a broad range of interesting and stimulating play

materials. Resources are well organised, sorted into sets and labelled and these are well set out, actively encouraging independent learning. The setting meets the needs of the range of children for whom it provides.

The quality of leadership and management is good.

The manager is working consistently to raise the quality and standards of care and learning in the setting. Comprehensive action plans are in place and conscientiously carried through, so that adults caring for children more effectively promote their care and learning. Regular meetings are held with staff and some good training opportunities are available to them, so that they are equipped with the appropriate knowledge and skills. Staff are appropriately supervised and managed, so that they have a good understanding of the Foundation Stage of learning and effectively deliver the early year curriculum, promoting children's learning and helping them to make steady progress.

Improvements since the last inspection

Since the last inspection the provider has taken action to promote the good health of children and taken positive steps to prevent the spread of infection, with particular reference to babies' hand washing routines, covering of food, beakers and bottles and keeping accurate records of babies' care routines. The provider has implemented cleaning rotas and new policies for frequent cleaning of the premises, equipment and toys. The provider has made sure the staff have participated in training for the Foundation Stage of learning, improving their knowledge and understanding. The children have daily access to ICT equipment and are aware of how to use it.

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.

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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):

- maintain accurate records of accidents occurring on the premises; make bathroom waste inaccessible to children; ensure nappy changing arrangements reduce the risk of cross

contamination; develop hand washing routines following nappy changes; take steps to ensure children are not at risk from germs when provided with drinking bottles and beakers.

- develop staffs awareness of appropriate personal care practices.
- ensure planning is up to date and staff are sufficiently skilled in communicating with 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):

- create opportunities for children to practise counting and calculating through everyday routine 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