

Nursery On The Green

Inspection report for early years provision

Unique Reference Number	138229
Inspection date	23 May 2007
Inspector	Sandra Patricia Jeffrey
Setting Address	Cricket Green, Mitcham, Surrey, CR4 4LB
Telephone number	0208 648 2446 0208 648 3581
E-mail	
Registered person	Nursery on the Green (UK) 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 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?

The Nursery On The Green was established in 1993. It operates from Mitcham Methodist Church, although the nursery itself is self contained. The premises consist of three play rooms, two children's cloakrooms, a kitchen, office and staff toilets. The nursery also has use of the main hall, which on occasions is used by other agencies. The nursery serves the local and wider area.

A maximum of 36 children may attend the nursery at any one time. At the time of the inspection there were 49 children on roll, including 12 funded three and four year olds. Children are able to attend a variety of sessions. The nursery supports children with English as an additional language and who have learning difficulties and/or disabilities.

The nursery opens five days a week all year round, excluding bank holidays. Sessions are available from 07:30 until 18:00.

Eight full time staff work with the children. All of the staff have early years qualifications to NVQ level 2 or 3 or equivalent. There are three members of staff who hold current first aid certificates.

The proprietor is also available and works with the children on a daily basis. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean environment where generally effective procedures are in place to protect children's health, such as wiping tables with anti-bacterial spray before serving meals and serving fruit and sandwiches using tongs. However, staff do not always follow the nursery's written procedures when changing nappies. Staff do not always use disposable gloves and aprons and do not consistently clean the changing mat after each child, this practise does not effectively protect children from the risk of cross infection.

The daily routine provides regular opportunities for children to learn the importance of personal hygiene, for example, they have a clear understanding of why they must wash their hands before they eat, and after using the toilet. Children benefit from a healthy lifestyle, they go into the garden on a daily basis for fresh air and to play with the equipment available, which helps them to begin to develop their large motor skills and control of their bodies. Children learn to balance, climb confidently on the climbing frame and peddle bikes, manoeuvring them skilfully around obstacles.

Children's health is protected as three members of staff have first aid training, therefore enabling them to deal appropriately with any accidents that may occur. Documentation for the recording of accidents and medicines are in place and are well maintained. Parents give prior consent to administer medication in order that children are given the correct dose according to their needs.

Children enjoy varied and nutritious snacks and meals. The daily routine includes breakfast, mid-morning snack, lunch and high tea. Children were seen to enjoy their breakfast of cornflakes and scrambled eggs and toast over the two day inspection. Staff are aware of individual children's dietary requirements and ensure alternative food is provided, such as Soya yogurts and wholemeal toast.

Morning snack consists of a variety of fresh fruit, which the children were seen to eat with enthusiasm, especially in the baby room where slices of oranges are a favourite and refreshing choice. Lunch is freshly cooked each day by the two cooks who take great pride in preparing a variety of meals that the children were seen to enjoy. The children are encouraged to sit and socialise with their friends during meals. Children also have access to water throughout the day so they do not become dehydrated and are encouraged to drink and reminded that 'water is good for your body - water makes you strong'. This helps them begin to understand about their own needs. Drinks of squash, milkshake and hot chocolate are also served with meals.

Staff follow babies' individual sleeping and feeding routines. This provides continuity of care and contributes well to babies' health. Staff respond appropriately when babies express their needs both verbally and non-verbally, for example, putting up their arms to get down from their chairs, pushing spoons away when they have had sufficient to eat and rubbing their eyes if tired.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, child-orientated environment where they enjoy arriving in the morning to be greeted by familiar staff and other children. Children benefit from playing in a spacious environment where they can play freely and independently. Children have access to suitable and well-maintained equipment that is regularly checked. This means they are able to move around safely and independently.

The children are supervised at all times, however, the security of the main door is not always fully effective. This door is not always secured and whilst it cannot be opened from the outside, there is a risk that a child could open it from the inside. There are also several exposed electric sockets in the large main hall. These issues pose risks to children's safety. There are detailed policies for non collection of children and lost children. These measures promote the wellbeing of the children.

Fire extinguishers are checked regularly and emergency evacuation practices are carried out every six weeks. This ensures children will know what to do in the event of an emergency and promotes their safety.

Staff have a satisfactory understanding of child protection and know how to proceed if they have concerns about a child in their care. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children attending the nursery are generally confident within the setting. They readily approach staff for support indicating trusting relationships have been built, which fosters emotional wellbeing. They arrive happily and quickly settle because they are familiar with the regular, daily routine.

Children under two years old explore and experiment through a range of well-planned activities that are appropriate for their stage of development. Staff use the Birth to three matters framework to ensure activities for babies and children under three years are appropriate. This is particularly effective in the baby room. Babies and toddlers enjoy positive interaction with staff giving them confidence to try new challenges, for example, when taking a few steps. The children also enjoy plenty of opportunities to develop their social skills, for example, when they sit together at meal times. The younger children are also developing a love of books and will go to the book corner and independently choose a favourite book, happily looking at the pictures by themselves.

Nursery Education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals with the support of staff who have a sound understanding of the Foundation Stage. Children are mostly offered a sufficient range of activities to cover all areas of the curriculum, which includes practical activities that maintain some children's interests. Some children however are not fully engaged in some of the activities, particularly those around the monthly themes which lack interest and excitement and do not challenge the older and more able children sufficiently. The learning environment lacks stimulation and children and staff do not take ownership of it to ensure it is well cared for and exciting.

Planned activities are not always evaluated and therefore do not always ensure that they are challenging for the children. This frustrates the children when they are motivated and want to learn. Children's observations are generally well written, although not all are up to date and these are not always used to aid planning for the children's individual needs.

Children speak readily to peers and adults. They willingly talk about their friends and families. Most children express themselves clearly. Children learn to be independent and to take care of their own needs when they visit the toilet or wash their hands for snack time.

Some older children are beginning to form letters when they write and some can recognise the letters in their names, with some making good attempts to write it. However, they do not regularly write for different purposes, for example within the role play area. Most children enjoy looking at books and they turn the pages carefully. They mostly listen and respond appropriately at story time. The children in the toddler room particularly enjoy spending time 'reading' and sharing books with friends and staff and are actively encouraged to look at them with praising and acknowledgment of their achievements, when turning the pages nicely or pointing out the characters, for example.

Children have sound recognition of numbers below 10 and can generally count confidently by rote and recognise numbers that are important to them. They choose number activities during free play but this is not always organised well enough to capture their interest. Children recognise the properties of simple shapes such as triangles, squares and circles. They use appropriate mathematical language during free play activities.

Children enjoy experiences such as listening to music and they respond enthusiastically when playing their musical instruments. They work well together, for example, when playing with the sand, singing Happy Birthday together as they making 'sand cakes'. Children use their imagination and express their ideas in limited ways. They paint, draw and make collages as part of the monthly 'homes' theme. Opportunities to explore and investigate malleable materials such as corn-flour and play dough are also provided.

Children are beginning to understand past and present, they discuss people, places and events in their own lives. Children learn about different cultures and beliefs through the celebration of festivals throughout the year.

Helping children make a positive contribution

The provision is satisfactory.

Staff treat children with respect and value their individuality. Children have access to resources that enhance positive images of various cultures and traditions. For example, a suitable selection of books, musical instruments and dressing up clothes. Children are given equality of access to all play and learning resources regardless of gender. Children learn about cultures that may be different from their own through activities based on a variety of celebrations. Children's spiritual, moral, social and cultural development is fostered.

There are appropriate systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

Children benefit from praise and encouragement and staff generally use appropriate behaviour management techniques to encourage good behaviour although this is not consistent with all staff members.

The partnership with parents and carers is satisfactory. Staff gather all relevant information on the registration form to ensure children are cared for according to parents' wishes. Parents and staff work well together and share information about children's individual progress and development.

Organisation

The organisation is satisfactory.

Space, staff and resources are suitably organised to create an accessible environment, where children can access toys and activities. Children are cared for by staff who have been appropriately vetted, due to effective recruitment procedures. The team generally work well together and are aware of their individual responsibilities. Staff have a sound knowledge and understanding of child development, and appropriate staff ratios are maintained, ensuring children are appropriately supervised.

Leadership and management of the nursery is satisfactory. The registered provider and manager promote a clear ethos for the nursery and demonstrate a sound understanding of their strengths and areas that need improvement, such as the planning of activities within the curriculum. There is a positive commitment to improve the provision and good use is made of outside support, from the Early Years Development and Childcare Partnership. However, management does not ensure that the nursery standards are maintained to the highest degree, at all times. For example, there are not yet fully effective systems in place to effectively monitor and evaluate the curriculum, teaching and activities. Staff in the preschool room do not always keep children's records up-to-date, which has an impact on their learning and their individual next steps, as written assessments are not always maintained.

There is a comprehensive range of policies and procedures which contribute to children's health, safety and wellbeing and guide staff in their daily practice, these are regularly reviewed and updated, which helps to ensure the effective running of the nursery and all mandatory records are well maintained. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

During the previous inspection the provider agreed to make improvements to the late collection policy and to ensure it is shared with the parents and staff. The provider also agreed to ensure that the incident record system was made clear and to ensure that procedures were in place in relation to professional partnerships with parents. The nursery has effectively addressed these issues and all required documents and policies and procedures are now available in place as required. This helps to ensure the effective management of the setting.

The provider also agreed to develop staff's awareness and understanding of demonstrating their expectations of children's behaviour, to ensure that sufficient play materials and equipment were easily accessible to children at all times and to provide a varied range of play opportunities, role play and art and craft activities, which children are able to freely access, for children's overall development. These issues have also been addressed and staff have received additional support and training in these areas. Although on going training is still required in some areas. But overall, these improvements have had a positive impact on the level of the children's learning and progress made whilst they attend the nursery.

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):

- improve hygiene practices when changing nappies to reduce the risk of cross infection in line with the nursery's policies
- ensure main door is secured at all times and make sure that electric sockets in areas accessible to children are made safe or inaccessible
- develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development

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):

- encourage children to write their own name on their work and extend children's opportunities for writing for different purposes, for example in the role play area and provide regular opportunities for children to practise number skills through the use of everyday routines
- improve the evaluation of planned activities and the current system for identifying the next steps in children's learning, and use these to aid planning for individual learning needs and to plan effectively to challenge more able children
- continue to improve staff's awareness of the Foundation Stage and the Birth to three framework in order to facilitate a more stimulating and challenging curriculum

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