

# Nelly's Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY240021
<b>Inspection date</b>	24 May 2007
<b>Inspector</b>	Pamela Bailey
<b>Setting Address</b>	27 Turney Road, London, SE21 8LX
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<b>Registered person</b>	Sarah Hill
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Nelly's Nursery is one of two nurseries run by an individual provider. It opened in 2002 and operates from six rooms in a semi detached house. It is situated in Dulwich and located in the London Borough of Southwark. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 48 children under five years on roll. Of these, 12 children receive funding for early education.

The nursery employs 12 members of staff. Of these, nine hold appropriate early years qualifications and three are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children play in a clean and well kept environment. However, they are not learning the importance of good personal hygiene from an early age. Staff do not monitor or support children with hand washing before snacks or explain the need to wash hands. For example, children go from playing outdoors straight inside to eat their snacks and babies are not always supported to wash their hands before eating finger foods. .

Children receive nutritious meals and snacks that help them to develop healthy eating habits from a young age. Staff gather all relevant information regarding children's diet and medical history. They monitor the menu to provide a variety and cater for all tastes and special dietary needs. Children can help themselves to a drink whenever they need one. This encourages children to think about their personal needs.

Staff follow babies and very young children's individual routines for eating and sleeping. They receive regular drinks and staff monitor food intake and nappy changes. This ensures continuity of care and contributes to their physical well-being. However, staff do not use the Birth to three matters framework to support children's physical development or provide a range of physical play experiences for children under two years. As a result babies and very young children have limited opportunities to develop their gross motor skills.

There are sufficient staff that hold current first aid certificates. Staff ensure that all documentation required are well maintained such as the accident and medication records and parents give prior written consent to seek emergency medical advice or treatment. This means that staff can give appropriate care if there is an accident.

Children play outside and extend their physical skills on a daily basis. They move confidently and in a variety of ways. They are competent when using the climbing frame and manoeuvre wheeled equipment with skill and control.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from playing in a spacious well-maintained environment. Staff organise the indoor and outdoor space effectively, allowing children to move around safely, freely and independently accessing available resources from tables, trays and baskets.

Children enjoy their play in an extremely safe environment where staff are vigilant and use risk assessments well to reduce potential hazards. For example, socket and radiator have covers and all premises checks have been carried out. Staff ensure all fire safety requirements are met. For example, fire fighting equipment are regularly inspected, fire exits are clearly labelled, the emergency evacuation procedures are displayed and the staff and children practise emergency evacuation on a regular basis. This helps them to become familiar with the routine in the event of an emergency and children are learning how to keep themselves safe.

Children's welfare is promoted and safeguarded. Staff have a secure knowledge and understanding of child protection issues and know how to proceed if they have a concern about a child in their care. There are effective procedures for the safe arrival and departure of children and good staff deployment both inside and outside guarantees children are well-supervised at

all times. The security of the premises prevents unwanted visitors gaining access and ensures children are unable to leave without a suitable adult. This supports children's well-being.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Babies and young children under three are developing warm and trusting relationships and staff respond to their individual care needs appropriately. Staff use the Birth to three matters framework to improve their practice and assess the children's learning and development. Children are given opportunities to play together and become independent as they select activities which contribute to their creativity and imaginative development such as painting and role play. They explore a variety of textures in treasure baskets and during heuristic play and relish the sensory experiences of making marks with their fingers and toes in baked beans, custard, sand and soil and enjoy water play. However, non mobile babies are not supported to develop their gross motor skills and young children are not sufficiently supported by the staff to develop their language for communication. For example, staff spend a good part of the day holding babies and very young children on their laps with very little interaction. Although some children are able to make themselves understood through language and actions staff rarely interact in the children's play or respond to their means of communication in order to encourage their language development. Ineffective use of children's assessment records and staff's failure to evaluate activities means they are unable to plan the appropriate next steps in children's learning and support their development.

### **Nursery Education**

The quality of teaching and learning is satisfactory.

Staff working with the children demonstrated satisfactory knowledge of the Foundation Stage. The activity plans incorporate the Foundation Stage stepping stones and Birth to three matters, and the staff evaluate some of the key activities after they have been completed. The staff make sure the more able children and the less able children are catered for within the planning, and ensure the children have access to a flexible programme of activities that supports the six areas of learning. They encourage children to make choices by making toys and resources easily accessible. However, staff are not skilled in supporting children's learning in some aspects of mathematical development and literacy. For example, staff do not make good use of daily routines, free play and incidental opportunities to extend children's learning. The lack of appropriate questioning and interaction from staff does not stimulate thought, encourage children to find things out or talk about what they are doing. The children's assessments, which include observations and photos, are not consistently kept up to date or sufficiently evaluated against the stepping stones. As a consequence, staff do not fully meet the learning needs of all the children, or have an accurate picture of children's progress over an extended period of time.

Children are very sociable and become quickly absorbed in their play. They are generally curious and show a positive attitude towards learning. The children are growing a steady awareness of their local environment and the wider community, through planned topic work such as Hanukkah, Chinese new year and St Patrick's day. The children also participate in French lessons. The children are encouraged to show an interest in technology and use the computer during the day. Whilst using the computer some of the children are developing an awareness of time, to wait their turn and for developing their hand to eye co-ordination. However, the staff do not

fully support the younger children to perform simple functions whilst using the computer. For example. use of mouse.

Children's small and large physical skills are promoted well. They are able to use a range of tools that develop balance and concentration. Equipment such as the slide and bikes, help the children to move with confidence and develop a sense of space. Children respond well to group time and are able to access a broad range of stories, both inside and out. Staff have ensured that the environment reflects a range of print, which helps the children to recognise familiar words. However, children are not encouraged to link sounds and letters. Children have regular opportunities for mark making. For example, labelling their work.

Children have good opportunities to learn through their senses and they are actively encouraged to explore different textures in detail. For example, children are able to explore the different feel and smell of shaving foam and hair gel, as well as soil and water. Role play activities are actively promoted by the staff, which develops the children's sense of imagination. For example, the children are learning about farms. The children and the staff set up a farm shop, and went to the local shops to buy the fruit and vegetables to stock their own shop. However the staff missed the opportunity to ask the children questions about the vegetables and about how healthy these fruit and vegetables are.

Children are able to access some mathematical resources, however are not encouraged to use them. The children rarely use mathematical language in their play and staff are unable to effectively use the resources to aid the children's learning. There are missed opportunities for the children to practice problem solving, counting, calculating and develop their understanding of weight and measure through everyday routine tasks and practical activities such as when setting the table for lunch and during sand and water play.

### **Helping children make a positive contribution**

The provision is good.

Children have a sense of belonging and are valued as individuals. For example, children talk happily about themselves and people that are important to them such as their younger siblings who they can visit throughout the day. Children are developing a positive attitude towards others and gain a good understanding about the wider world and the community through planned activities such as acknowledging different celebrations, outings and having access to a good range of play resources which reflects positive images of culture, ethnicity, gender and disability.

The individual needs of all children who attend are met well. The nursery has effective arrangements to care for children who speak English as an additional language and those with learning difficulties and/or learning disabilities, although none currently attend. For example, the staff use Makaton, are aware of the Code of Practice and the Special Educational Needs Coordinator has had appropriate training.

Children behave well and benefit from lots of praise and encouragement. Staff use appropriate strategies, according to the children's age and stage of development to help children learn right from wrong. Older children help in setting some basic ground rules. This helps them to negotiate with others and take responsibility for their own behaviour. This fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is satisfactory.

Parents provide appropriate and relevant information about their children to the staff and staff give daily feedback to parents about their child's day. This helps to provide children with consistent care between home and nursery. Parents receive good information about the Birth to three matters framework and the Foundation Stage and there are both informal and formal systems in place for staff and parents to share information about children's individual progress and development. However, children's assessments are incomplete and therefore staff do not have a clear picture of progress to share with the parents.

## **Organisation**

The organisation is satisfactory.

Effective recruitment procedures ensures that staff are appropriately vetted and suitable to work with children. All documentation required for the safe and effective management of the nursery is in place and updated in line with current regulations. For example, the complaints policy and child protection policy. Induction training ensures staff understand the policies and procedures so that they can contribute to the safety and welfare of the children. Effective systems are in place for the continual development of staff. They have the opportunity for professional development and management actively encourage staff to attend training. Most staff are appropriately qualified.

Children benefit from a well-maintained environment where they receive good adult support to help them feel secure and confident. The layout of the premises is well-organised and children are able to choose between playing inside or outside during the session. High priority is given to children's safety and staff are well deployed and ensure that children are supervised at all times.

Staff working with children under three years use the Birth to three matters framework to guide them in their planning. However, observations and children's individual learning plans are not sufficiently evaluated against the four components of the Birth to three matters framework and as a result staff do not have a clear picture of children's achievements in order to move them on in their learning and development.

Leadership and management is satisfactory.

Staff working with children in receipt of nursery education funding have satisfactory understanding of the stepping stones for the Foundation Stage. The manager and the staff hold regular meetings to discuss training and the plans for the children's learning. However, the provider has not assessed all strengths and weaknesses in the nursery education. There are some weaknesses in the supervision of staff in relation to children's learning. The lack of monitoring of the teaching and learning means that some aspects of mathematical development and literacy have not been addressed.

Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **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**

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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):

- improve hygiene practices for all children
- plan and provide a range of activities to promote babies and young children's physical skills
- ensure young children have opportunities to develop their language and communication skills

#### **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):

- increase children's awareness of the sounds of letters and different purposes for writing
- improve the use of resources, activities and everyday routine tasks to promote children's understanding of problem solving, calculation, weight and capacity
- improve children's assessment records so that staff have a clear picture of children's achievements in order to plan their next steps in learning (also applies to care)
- improve the partnership with parents by ensuring staff have a clear picture of children's progress to share with parents (also applies to care)
- implement a system to monitor the teaching and learning so that areas for improvement identified can be quickly addressed

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