

Abbs Cross Day Nursery 4

Inspection report for early years provision

Unique Reference Number	EY347545
Inspection date	31 May 2007
Inspector	Fiona Sapler
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Registered person	Anne-Marie Paul
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 good. 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?

Abbs Cross Day Nursery Mardyke is one of three privately owned nurseries. It opened in 2007 and operates from three rooms in a purpose-built building. It is situated in Rainham, in the London borough of Havering. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from birth to under five years on roll. Of these, 10 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very effectively supported to develop good personal hygiene routines in a clean and hygienic environment where staff are clearly aware of the procedures to follow to reduce the risks of cross-infection. For example, tables are routinely cleaned after use with antibacterial spray, bed sheets and flannels are washed immediately after use and appropriate nappy changing procedures are rigorously followed. The children independently access the toilet and know they must wash their hands with soap, 'because of germs', especially before eating and cooking activities and again if they lick their fingers to taste the mixture.

The children's good health is promoted as appropriate sickness policies are followed. Parents give appropriate prior written consent to administer medication and all staff hold a current first aid certificate ensuring they are aware of appropriate care if there is an accident. However, staff do not always record minor accidents impacting on the quality of ongoing care if necessary.

Children have very regular free flow opportunities to play outside with a wide range of suitable resources that promote their physical development. An all weather surface and the provision of a sheltered area, and wellies and umbrellas, mean that children play outdoors all year round experiencing the daily benefits of fresh air and exercise. Older children confidently negotiate the outdoor space and enthusiastically play on the hamster wheel, use wheeled toys and wobble boards, introducing them to lots of ways their bodies work and can move around, receiving good support when learning new skills such as throwing and catching balls. Their fine motor skills and hand eye co-ordination are developing well as they have access to a wide range of different sized brushes, rollers and pens and are competent when selecting and using small equipment such as scissors and glue sticks.

Children have a good choice of nutritious and attractively presented meals and snacks. This helps them develop good eating habits. Their individual placemats specify their dietary requirements ensuring all staff are fully aware of their needs. Mealtimes are sociable occasions organised to develop the children's independence and self help skills when they pour their own drinks, help lay the table and help themselves to seconds.

Staff use the Birth to Three Matters guidance to provide a good range of physical play experiences for babies and children under three years. They follow babies' individual routines for eating and sleeping, ensuring continuity of care and contributing to their physical well-being.

Babies receive lots of warmth and affection. This supports their emotional well-being and gives them the confidence to explore new experiences. Babies confidently express feelings and needs verbally and non-verbally and learn to feed themselves which helps develop their independence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around safely in a spacious, well designed setting that is bright and airy. Posters and notices depicting people from a cross section of ages, jobs, backgrounds and community languages help children and their families feel welcomed and included. Child size furniture and accessible storage provides a comfortable environment for the older children while the baby room is very well organised and furnished attractively to allow babies to freely crawl and toddle

without hurting themselves on sharp corners. The garden is accessed from all the rooms and is set up daily to provide additional play opportunities for all the children.

Children can select from a range of high quality, stimulating and interesting toys and resources that are very well maintained. This ensures they stay safe and suitable for the children to use. Children are well supervised at all times. Staff are vigilant and make sure that items with small parts that could cause choking are not accessible to babies. Thorough daily risk assessments are carried out indoors and outside to maintain an appropriate level of safety throughout the setting. Although clear evacuation procedures are displayed, and monthly fire drills are planned, only one has been carried out since registration. This means that children are unfamiliar with the procedure to follow.

Effective child protection procedures promote and safeguard children's welfare within the setting. Staff have a good understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. This ensures staff quickly recognise when a child is in danger and can act in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy playing with a range of attractively presented toys and resources. They are interested in what is available to them and become involved in these activities. Children can choose other toys, resources and activities that are from accessible storage allowing them to make choices about their play.

Staff follow the Birth to three matters framework and use observations to assess the younger children's development. Children under three experiment through a range of well-planned activities that are appropriate for their stages of development. For example, they are fascinated when they explore the qualities of shaving foam; enthusiastically make prints with plastic animals and splash excitedly when playing with the water. Young children are beginning to join in action songs that help develop their co-ordination and are encouraged to express their thoughts and feelings because staff use good questioning techniques and repeat the children's responses encouraging the children's language skills. Babies and young children approach staff for support indicating good trusting relationships.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have all undergone training in the Foundation Stage and the provision of a wide range of suitable and stimulating activities reflect their knowledge. However, not all staff are clear of the purpose of the activities offered which means children are not benefiting as well as they can from what is on offer. Inconsistent staff interaction means that not all adults challenge the children's thinking effectively and, although observations are carried out for all children, all key staff do not carry these out regularly to consistently evaluate each child's progress.

Children work well independently and co-operate well when working as a group. They are developing good relationships with adults and the other children in the nursery. They are confident and curious and are motivated to learn.

Children communicate enthusiastically and enjoy listening to, and joining in with, familiar stories. They are introduced to the sounds that letters make when, for example they say 'Y' is

for yacht as well as for yoghurt and also when helped to recognise the days of the week at circle time, by sounding out the first letter of the word. Labels around the room and name cards help the children to develop their early reading skills, although they have few opportunities to practise writing with a purpose.

Children are learning to count during routine activities, for example, when they help lay the table for lunch and count out the required number of plates and cutlery. They are introduced to mathematical concepts and language, such as sizes, comparisons and volume, when they take part in cooking activities and, sometimes, when playing with water and sand. However, they are not actively encouraged to calculate or problem solve.

Children develop a greater understanding of the world around them when they follow the lifecycle of a caterpillar and are amazed when they cultivate butterflies and watch them fly around their butterfly home. They learn about the wonders of nature when they excitedly watch bubbles, and follow them as the wind carries them away, enjoy collecting flowers to feed their new butterflies and talk about the effects of the rain on the garden and the noises it makes on the window. They learn about their local environment when they take part in activities such as delivering leaflets to the local community.

Children use their imaginations and experiment when they play with a wide range of resources that allow them to express themselves creatively. For example, when they play and explore with natural and malleable materials such as dough, compost, baking mixture and enthusiastically decorate the outside walls with crayons and water using large rollers and paintbrushes. They have independent access to creative materials such as glitter, glue and paints for them to select and use as they wish.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about the world around them through outings and meaningful activities that introduce them to other cultures. For example, for Chinese New Year the children visited a Chinese Restaurant and met a gentleman from China who helped them understand the importance of the festival, giving the children first hand experiences of other people's lifestyles. Children additionally learn to accept differences through a range of carefully selected resources and posters that depict those with disabilities and from different backgrounds. Children feel valued because staff treat them with respect and use lots of praise and encouragement to promote their self-esteem. This is enhanced by lots of lovely photographs of the children, engaged in activities, that are displayed throughout the nursery. The layout of the nursery, and easy access to resources and the outdoor area, ensures the setting provides a welcoming, inclusive environment for all children. Because children are encouraged to participate in all the activities provided, they have equal opportunities to maximise their enjoyment and potential. The children's social, moral, spiritual and cultural development is fostered.

There are satisfactory systems in place to support children who have learning difficulties and/or disabilities. The child's key worker carries out observations, to assess the child's progress and abilities, and will liaise with parents and other professionals to help meet the child's additional needs.

Children are beginning to understand why certain behaviour is not acceptable because staff set consistent boundaries to help children learn right from wrong. For instance, children are told they mustn't hurt their friends and a member of staff will get down to the child's level,

ask the child to listen carefully and clearly explain the consequences of their actions. The children respond well to this and display caring attitudes towards each other.

The partnership with parents and carers of children who receive nursery education is satisfactory. Plans are displayed for parents however they are provided with little detailed information about the Foundation Stage curriculum to enable them to be fully involved in their children's learning. All parents receive newsletters, and display boards provide some information about their child's time at the nursery. Parents of children aged under two receive a daily written report on their child's day detailing when they have slept, what they have eaten and drunk, nappy changes and activities. This promotes continuity of care.

Organisation

The organisation is good.

The nursery is part of a group of three privately owned settings. Abbs Cross in Rainham was an existing provision that has undergone new ownership. The existing staff team work well together and are currently familiarising themselves with new policies and procedures. The management team spend time in the rooms enabling them to monitor staff practices and to address identified weaknesses. They have devised an action plan to build on the existing strengths to further improve the service provided; this includes developing staff's knowledge and understanding of the Foundation Stage curriculum, and how to implement this consistently and effectively, and formalising staff supervisions to support them in their roles. Staff are provided with many opportunities to develop professionally which means they routinely update their current childcare knowledge. Leadership and management of nursery education are satisfactory.

There are suitable contingency plans in place to cover for absences to ensure children always have appropriate supervision. Most the staff have relevant qualifications and experience in childcare and children are safeguarded as appropriate checks are carried out on all staff. Policies and procedures are detailed and mostly effective and are regularly reviewed to ensure they are meaningful and relevant to the setting. All mandatory records are in place, confidential and well maintained. This guarantees the safe and effective management of the setting in order to promote children's welfare. The setting 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 registration 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):

- ensure even minor accidents, where no marks are evident, are recorded appropriately
- regularly practise fire evacuation drills to ensure all staff and children are fully aware of procedures to follow.

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):

- continue to develop staff's knowledge and understanding of the Foundation Stage curriculum to ensure it is implemented consistently
- ensure children are provided with opportunities to develop their mathematical skills, particularly calculation, and provide activities that develop their awareness of writing with a purpose
- provide sufficient information to parents, about the Foundation Stage curriculum, to allow them to be fully involved in their children's learning.

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