

# Nightingales Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	123175
<b>Inspection date</b>	09 May 2007
<b>Inspector</b>	Janet Sharon Williams
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<b>Registered person</b>	St. Francis Xavier Sixth Form College
<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?

Nightingales Day Nursery is a private day nursery, which opened in 1994 to provide care for the children of the staff of St Francis Xavier College and the local community.

The nursery is managed by the governing body of St Francis Xavier College. The nursery is located in Clapham South in the London borough of Wandsworth. The children attending the nursery come from different social backgrounds with some cultural diversity.

The premises consists of three classrooms, office, staff kitchen and toilets in a converted house in the grounds of St Francis Xavier College. There is easy access to an enclosed outdoor play area.

The nursery is open from 08:00 to 18:00 Monday to Friday for 51 weeks a year. Currently the nursery has 32 children on the roll who attend a variety of sessions. Of these 10 children receive funding for early education. Children come from the local catchment area. The nursery welcomes children with learning difficulties and/or disabilities.

There are six staff who work with the children and five hold a qualification in Childcare and one is working towards a qualification. The nursery also offers work placements for students undertaking training in childcare.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children develop and learn the importance of some good personal hygiene through organised routine. For example, they wash their hands before and after meals and using the toilet. However, children's hands are not washed after using the potty. Although staff follow some current and appropriate health and hygiene guidelines to avoid cross contamination. For example, they wear aprons for nappy changing, disposable gloves and ensure that the disposable changing sheet is changed after being used. They also ensure that tables are suitably washed before meals. However, some areas of the nursery are not adequately clean, for example, paint work and a few toys are dirty.

Children enjoy varied and nutritious meals which meet special dietary requirements and ensure they remain healthy. Meals are prepared and cooked on the college grounds and children's individual dietary requirements are respected. Good practice is in place to ensure children can access a drink at any time, for example, fresh drinking water is available for older and younger children to confidently help themselves.

The provision has effective procedures in place for recording accidents and incidents. Parental permission has been obtained for emergency medical treatment and most staff have an up to date first aid qualification for babies and young children. There is also a first aid box on site. This means that children can receive appropriate care if there is an accident.

All children enjoy physical play throughout the day. For example, they enjoy running, playing ball and are skilled at manoeuvring tricycles. Babies crawl around the room, promoting their physical development. Children's sleep routines are facilitated as sufficient sleep helps their well-being and growth.

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

The provision is satisfactory.

Children's safety is maintained at all times. Good written risk assessments are in place to ensure that toys, equipment and the premises are checked indoors and out. There are suitable security arrangements in place. For example, an intercom system, which ensures that all parents and visitors are identified prior to them gaining access. Fire drills are frequently practised and recorded and staff, children and visitors arrival and departure times are clearly recorded. For outings a reputable coach company is used, babies and younger children are strapped in the appropriate car seat and older children are strapped in using a seat belt.

Children play in a satisfactory organised environment. Babies can choose and help themselves to what they want to play with from a good selection of equipment and resources from baskets on the floor, for example, soft toys, rattles, musical activity toys and bricks. Older children can choose from toys stored at their level, for example, cars, trains, books, sand, water, and small and large constructive bricks. However, some play areas have limited space for children to move around freely and comfortably. The home corner is not organised for children to use their

imagination creatively and the book corner is not always inviting. For example, soft cushions are stacked to make use for other activities. The arrangement for potty training is inappropriate as children's dignity is not respected, for example, children are put on their potty in the play room while other children participate in activities.

Children's welfare is protected because staff have sound understanding of child protection procedures. They are aware of the signs of neglect or abuse, and are able to follow the necessary procedures.

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

The provision is satisfactory.

Children settle well in the nursery; they are happy, friendly and interact positively with their peers. They participate in a balance of free choice, have the opportunity to play independently and request help when required. They have a satisfactory range of resources made readily available indoors and out, encouraging them to make their own choice about their play and activity. For example, older children enjoy painting; have opportunities to build and use large and small construction toys, model with play dough, enjoy water and sand play and participate in story and song time. However, they have insufficient opportunities for role play and to use their imagination resourcefully.

Babies and toddlers activity plans include the Birth to three matters, however, some do not address all areas of learning, resources and activities within the chart are limited and not all staff have a comprehensive understanding of the Birth to three matters framework. Staff relate to the children very well, talk and listen to them and play with them at their level. Babies are involved in fun and interesting activities, such as finger painting and are frequently involved in outdoor play. Staff have good relationships with the babies, they sit on the floor with them and give them the opportunity to explore the toys around them. Babies are especially well supported and encouraged to participate fully. Staff know what the children want and their needs are met effectively. In addition all children benefit from outings to places of interest, such as the Science Museum and Godstone Farm.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children generally progress well, which is supported by staff's knowledge of the Foundation Stage. Satisfactory plans cover all areas of learning and demonstrate that staff are able to plan activities which encourage children to play and learn. However, not all activities are effective in supporting children who are older and more able. Some long and short term plans support children's teaching and learning across all six areas of learning. Planning and assessment reflects most children's individual needs. Staff make regular observation and record achievements in children's profiles. They identify the next steps for most children to ensure that appropriate activities are included.

Children are eager to learn and concentrate well on their chosen activities. They focus well at self-chosen activities and are very independent. However, some of the older and able children do not always have the opportunity to develop their self help skills by serving their own meals at lunchtime. Children are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together, for example, when playing outdoors they wait their turn to use a large bicycle, through the use of an alarm clock. Children's spoken language is developing well. They talk openly during circle time about themselves and their family. For example, children talk about what they did at the weekend.

Some children can link sounds and letters and are able to recognise letters of the alphabet that are in their name. They are also given the opportunity to practise writing and mark making with notepads and pens. Children enjoy books and listen avidly to stories. However, children are not always sufficiently challenged, for example, encouraged to link sounds and letters and asked a range of challenging open ended questions at story time to stimulate their thoughts.

Most children are interested in counting and can count in sequence up to 10 and above and are able to recognise numbers. They understand the concept of simple additions. However, few activities include practising or challenging children's understanding of numbers in different context. Children learn shapes through creative craft activities where they are able to recognise simple shapes and make pattern pictures.

Children learn about themselves and the world around them through planned activities and themed topic. They learn about their environment and people around them, such as a visit from the local fire station, where they are able to experience playing with the fireman's water hose, wear his hat and sit in the fire engine. Conversation between staff and children and photographs of the activity effectively encourage children to discuss past and present events in their lives. Children also have the opportunity to learn French through the visiting French teacher. They are progressing well and know some singular words in French. Children's knowledge and understanding of the world is very good and activities and outings encourage them to explore and investigate. Although the provision has the use of information and communication technology, this is not used on a regular basis.

Children are able to express themselves creatively. They draw, enjoy varied type painting, such as hand and foot painting and using a variety of colours. Most children know their colours well and are able to match toys to the colour of the clothing they are wearing or find two objects that are of the same. Children move confidently in a variety of ways. They are competent when throwing and kicking a ball, running and using a range of equipment, including climbing frames to develop their balance and co-ordination.

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

The provision is good.

Children become aware of the wider society through an appropriate range of activities and resources that promote equality of opportunities and anti-discriminatory practice. Resources positively represent the children attending as well as individuals from the wider community. For example, dolls, books and dressing up clothes. Additional activities extend children's development and learning, they celebrate Chinese New Year, Hanukkah, St. Patrick's and St. David's day and learn French.

Staff have a comprehensible understanding of children with learning difficulties and/or disabilities. They have a positive attitude towards caring for them and is proactive in addressing issues.

Children's self esteem is raised by good use of praise and encouragement by the staff. Children relate well to each other, play co-operatively, are encouraged to share, take turns and behave well. Where children display inappropriate behaviour, staff take time to explain right from wrong. The provision fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Parents are able to access good information about the Foundation Stage. The information outlines what and how children will learn. This ensures

parents understand that play has an important role in developing children's skills for the next stage of learning. Staff ensure that all parents know how their children are progressing and developing. Continual assessment and monitoring, within the nursery ensures children's individual needs are met.

Staff have established a positive partnership with parents. They gather all relevant information before children are placed in the nursery. The staff respect parent's wishes. This enables them to meet individual needs regarding routines. Good procedures are in place for keeping parents informed about the provision, their child's progress and development through written and verbal communication, they also receive regular newsletters and are invited to a parents evening twice a year.

## **Organisation**

The organisation is satisfactory.

Children are cared for by suitably qualified staff who have been appropriately vetted. Children to adult ratio is satisfactorily maintained which contributes to children's health, safety, enjoyment, achievement and ability to take an active part in the setting. Throughout the day children are organised in age appropriate groups, such as babies, toddlers and pre-school. Younger children are well supported and encouraged to participate fully.

All mandatory records and recommended policies and procedures are in place and most staff demonstrate a satisfactory knowledge of the nursery routines and practices.

Leadership and management is satisfactory. All staff are actively encouraged to undertake relevant training. There are clear aims for the nursery and staff are made aware of this during meetings and one to one sessions. This ensures sufficient knowledge of current practices support learning of the children. However, management is aware of improving methods in relation to children achieving the Foundation Stage of Learning. The provision meets the needs of the range of for whom it provides.

## **Improvements since the last inspection**

At the last inspection the nursery was asked to: ensure staff working with children aged two to three years improve their knowledge of child development; improve outcomes for children under three years by implementing a suitable approach to planning and assessment, such as, the Birth to three matters framework; make a wider range of age appropriate play equipment easily accessible to the children at all times in order to meet their individual needs and create a stimulating environment; complete a full risk assessment of the premises and make dangerous plants and containers of water in the garden inaccessible to children. To also improve: all staff's knowledge and understanding of the child protection procedures; to ensure all documentation is available on the premises for inspection at all times and update the Ofsted details on the complaints procedure. All have been satisfactorily address to promote the care and well-being of the children.

At the last nursery education inspection recommendations were made for: improvement for opportunities for children to select their own play equipment; ensure there are sufficient resources available for children to develop their creativity and imagination; increase the written observations of children's progress and identify the next step for their individual learning and link to future planning. Staff make satisfactory use of daily activities and plans demonstrate

opportunities to extend most children's learning and development in all areas of the Foundation Stage.

### **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):

- ensure all staff follow hygiene procedures in relation to the toys, premises and children's personal hygiene
- review organisation of the play area for toddlers and older children to allow them to use their imagination resourcefully and to have a prepared book corner
- organise potty training to respect children's dignity
- improve planning and staff's comprehensive knowledge of the Birth to three matters framework

#### **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 children's mathematical and communication and language development is sufficiently challenged in their play and daily routine
- provide opportunities for more able or older children to develop their self help skills by serving their own meals and activities that are effective in their teaching and 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](http://www.ofsted.gov.uk)