

Goslings Day Nursery

Inspection report for early years provision

Unique Reference Number	EY333991
Inspection date	24 May 2007
Inspector	Christine Jacqueline Davies

Setting Address	106 Evelina Road, London, SE15 3HL
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Registered person	Nkechi Pauline Ejiegbu
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Type of inspection	Integrated
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Type of care	Full day care
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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?

Goslings Day Nursery was registered in 2006. The nursery is accommodated in a two storey building, which is part of a row of commercial premises, situated in the London borough of Southwark. The premises consist of three rooms and a small garden for outdoor play. The nursery serves families who live or work in the local area.

The nursery is open all year round, from 08.00 to 18.00, Monday to Friday. A maximum of 19 children are registered to attend the nursery at any one time and of these not more than 11 may be aged under two years old. There are currently 19 children, aged from nought to under five years on roll, including part-time and full-time places. There are eight funded three and four-year-olds attending the nursery. The nursery provides support for children who have a learning disability and those who speak English as an additional language.

There are five staff who hold an early years qualification to NVQ level 2 or 3. The nursery receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Satisfactory systems are in place to ensure that the premises are hygienically maintained on a daily basis. For example, a cleaner is employed to thoroughly clean the premises and staff adhere to a cleaning rota throughout the day. This ensures that children's health and welfare are promoted in the setting. Staff encourage children to take responsibility for their personal hygiene by encouraging them to wash their hands after using the toilet or before handling food. However, children use one hand towel between them, to dry their hands throughout the day. Furthermore, children have access to the bin containing soiled nappies and are able to touch the inside of it when disposing of their own tissues, increasing the risk of cross infection.

Children are offered a sufficient range of 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. Children's physical health is promoted because staff ensure that outside play is scheduled as part of children's daily activities. Procedures are in place for administering medication and staff respond appropriately to accidents, because there are some staff on the premises who are first aid trained. This means that children's welfare is safeguarded.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is promoted because they are cared for in premises that are secure, preventing unauthorised entry. Furthermore, staff ensure that visitors to the premises are accounted for, by requesting that they sign the visitors book. Staff pay good attention to fire safety by ensuring that suitable precautions, such as fire extinguishers, fire blanket and clear fire exits, are in place at all times. Children are kept safe in the event of emergency evacuation of the premises, because staff practise fire drills with them on a regular basis. However, the procedure for what to do in the event of a fire is not displayed, which means that parents or visitors to the premises maybe unaware of correct procedures to follow, compromising their safety. Staff undertake risk assessments of the premises, which helps to keep children safe. However, damaged flooring in one of the play areas and broken tiles in the bathroom used by children, mean that children's safety is compromised. Equipment used by children is easily accessible and is generally safe. However, a proportion of books available to children are torn or have pages missing, so as a consequence are not suitable for use with the children. Children's welfare is protected because staff have an awareness of procedures to follow should safeguarding concerns arise.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The baby room is organised so that children can easily reach toys and play materials, as these are set out around the room at floor level. Babies explore their environment with enthusiasm, and respond well to a range of tactile materials, helping to promote their sensory development. They are able to get to know staff well and demonstrate a growing awareness of social skills when interacting with others. They have opportunities to grasp and explore objects which they can move or make sounds with, fostering their cognitive development. Children aged two to three years enjoy a satisfactory range of play materials and activities which are set out for them. They can also select resources of their own choosing, which are easily accessible. This helps to promote independent learning. Children quickly become absorbed in play and show an increasing

understanding of the daily routines and boundaries set by staff. They enjoy singing, listening to stories and taking part in a selection of creative activities, enabling them to develop their own self-expression. Activities are planned in advance and staff undertake regular observations of children's development and achievements.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have some knowledge of the Foundation Stage, so provide opportunities for children to experience activities, which support the areas of learning. Staff plan activities in advance and have an awareness of what children are intended to learn. However, activities are not consistently evaluated by staff, which means that gaps in children's learning are not quickly identified or extended for more able or older children. Children's portfolios are kept, which contain samples of children's work and formal progress reports are in place and are shared with parents. This enables parents to be involved in their child's learning.

Children are developing independence and autonomy in their learning, because staff ensure that resources are at low level and are generally responsive to their needs during the session. Children are steadily developing their personal and social skills and many children have formed preferred friendships. They engage easily in conversations with each other and adults, promoting their confidence and self-esteem. Activities, such as painting and drawing, help children to practise their mark making skills and children's attempts at writing are displayed. However, children have little opportunity to use writing as a means of communication in other areas of provision. Children are making progress in their creative development as they have free access to a selection of creative materials and resources. They are particularly responsive to activities centred around water play and musical activities, helping to promote their sense of enjoyment.

Children have opportunities to see numbers displayed in their environment and are able to recognise and name a range of shapes. Activities, such as construction, enable children to experience three dimensional objects and develop spatial awareness. However, staff do not consistently introduce mathematical language relating to size, position, space and measure during everyday activities, so as a result, limit children's learning and understanding in this area. Children show little progress in the area of technology, as staff provide inconsistent opportunities for children to use programmable toys or the computer to support their learning. Children are able to move confidently with good co-ordination and control and are steadily developing their large and small motor skills. However, outdoor equipment, such as the small slide, does not sufficiently challenge the physical skills of the older or more able children.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children are generally well behaved and most staff manage behaviour in a positive way through regular praise and explanations. However, there are some staff who are insecure in their knowledge and understanding of positive behaviour strategies, which has a negative impact on children's self esteem and confidence. Some staff are more skilled than others in engaging children in activities and sustaining their attention. So as a consequence, some children are easily distracted, creating some disruption for the group. Systems are in place to support children with learning difficulties and disabilities. Staff ensure that all children are integrated within the setting and have access to all activities, promoting an inclusive environment.

Overall, children are generally settled and have developed sound relationships with staff and their peers. Staff ensure that children follow a flexible routine which is discussed with their parents, enabling continuity of care. Resources reflecting diversity are few. However, there are some resources available, such as African dressing up clothes, Chinese utensils and dolls, which help to promote children's knowledge and understanding of the world in which they live. Partnership with parents and carers is satisfactory. Information is available to parents regarding the Foundation stage via newsletters and children's displays. Parents are able to access their children's profiles which contain some information about their child's development. They are able to discuss their child's progress with staff in more detail, on both an informal and formal basis.

Organisation

The organisation is satisfactory.

Systems are in place to ensure that staff are properly vetted, ensuring they are suitable to look after children. All required documentation is in place, contributing to the safe management of the setting. The majority of staff are familiar with the group's policies and procedures. However, procedures are not always effectively monitored to ensure that all staff are secure in their understanding of behaviour management and hygiene procedures. This means that occasionally, children's welfare is not entirely promoted. The premises are generally safe, with the exception of the damaged flooring and broken tiles in the ground floor play area and bathroom. Areas used by the children are sufficiently organised so that resources are at low level and are easily accessible to children, promoting variety and choice.

Leadership and management of nursery education is satisfactory. Some systems are in place to monitor and evaluate the provision of nursery education. However, they are not sufficiently rigorous to ensure that gaps in children's learning are addressed, when activities are planned by staff. The registered person is committed to raising the quality and standards of care and learning in the setting. She ensures that staff receive regular input from the advisory teacher and meets with staff on a regular basis to discuss practice issues. Training opportunities are available to all staff, helping to equip them with the skills to deliver the Foundation Stage curriculum. 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, one complaint has been received by Ofsted that required the provider to take action to meet the National Standards. The complaint related to National Standard 6: Safety; National Standard 3: Care, Learning and Play and National Standard 7: Health. Ofsted carried out an investigation in February 2007 and as a result, three actions were raised requiring the provider to identify and minimise hazards on the premises, record accidents in detail and record children's hours of attendance. These actions were in relation to National Standard 6 and National Standard 14. Ofsted received information from the provider demonstrating how they were meeting these National Standards. Ofsted were satisfied from this information that they had taken appropriate action and were meeting the National Standards. The provider remains qualified for registration.

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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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 that suitable hand drying facilities are in place and that the bin containing soiled nappies is inaccessible to children
- ensure that the fire evacuation procedure is clearly displayed
- ensure that all staff use appropriate strategies to manage children's behaviour
- ensure that books provided for children's use are in suitable condition

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 systems to monitor and evaluate the quality of nursery education are sufficiently rigorous
- ensure that plans and observations are evaluated and that planned activities take into account older or more able children

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