

Catherine House Day Nursery School

Inspection report for early years provision

Unique Reference Number	129017
Inspection date	11 July 2007
Inspector	Silvia Richardson
Setting Address	71 Tressillian Road, Brockley, London, SE4 1YA
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Registered person	Buds Ltd.
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good.

WHAT SORT OF SETTING IS IT?

Catherine House Day Nursery School was registered in 1998. It operates from a large, double-fronted, three storey Victorian house, with gardens. It is located in a residential area within the Borough of Lewisham. The nursery serves the local area and is open Monday to Friday from 7.30 to 18.00. The nursery is registered to provide full day care for 70 children from three months to under five years and eight children from four to eight years after school. There are currently 100 children from ten months to under five years on roll. This includes 24 funded three and four year olds. Children attend for a variety of sessions. The setting supports children with learning needs and children who speak English as an additional language. There are 18 staff working with the children. More than half the staff including the manager have early years qualifications to NVQ level 2 or 3. There are three staff currently working towards a recognised early years qualification. The nursery has regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by the Lewisham Early Years Advice and Resource Network (LEARN).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have some very good opportunities to enjoy an active lifestyle, because outdoor activities are included on the schedule every day. They are regularly taken out to the local park, so that they can enjoy some fresh air and take in their natural surroundings. Children are developing a good range of physical skills, through balancing and climbing activities in the nursery's outside play area. Water, sand and painting activities are also offered outside, so that children enjoy an outdoor life. Children are offered a good range and balance of healthy meals and snacks, so that they are well nourished. Drinks of water are offered with meals and at other times, such as during outdoor play, so that children are well hydrated, especially in warm weather. Children are learning about the importance of water in their diet and the benefits of fruit and vegetables, because adults talk to children and encourage discussion about healthy eating.

Children's health is promoted through good hygiene routines. Arrangements for nappy changing minimise the risk of spread of infection and good procedures are in place for hygienic preparation of food in the on-site kitchen. Routines include frequent cleaning of toys, furniture and equipment, using designated cloths, reducing the risk of cross infection. However, more thorough cleaning of skirting, pipes and carpeted areas, such as behind the cots, is insufficiently monitored, so that dust has built up. Some areas of the garden where children are planting and handling earth are not sufficiently protected, to ensure animals are not fouling these areas. Sleeping arrangements for younger children are not fully promoting their welfare, because mats are placed very close together, some overlapping and children are not always provided with a bottom sheet to meet their comfort needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and move around the premises safely, because some good safety measures are in place. Safety precautions include, electric sockets fitted with covers, gates fitted to the top and bottom of the stairs and fire extinguishers in appropriate locations. Children know what to do and how to stay safe in the event of emergency evacuation of the premises, because they routinely practise fire drills. All exits are clearly marked and for the most part kept clear, although the passage way to the fire exit on the top floor is narrowed by the current positioning of the nature tables. Children are learning about how to keep themselves safe, because adults talk to children about potential dangers and hazards. Topics for discussion include strangers, dogs and road safety. Children use the stairs safely when going up and down, because they are closely supervised, are shown how to use the handrail effectively and they sing about walking in a line.

Risk assessments of areas used by the children are undertaken daily, helping to keep them safe. Inspection of toys and equipment is generally good, although some areas have been overlooked, such as the wear and tear on the straps to the nappy changing table and the lead from the computer keyboard. Children are kept safe and protected should child safe guarding concerns arise, because adults have a good awareness of child protection issues, follow guidelines and know how to make an appropriate referral. Children are kept safe in the setting and when out on visits to the park, because adults are vigilant and follow appropriate safety procedures,

including maintaining a good child to staff ratio. Suitable records are kept, so that adults caring for children demonstrate accountability for children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled, because a good range of play and learning activities are planned and provided, keeping them purposefully and constructively occupied. Adults sit with the children at their level, talk to them and play with them, so that they receive plenty of attention, help and support with their activities. A key worker system is effective in ensuring children enjoy consistency with personal care. Care routines are child centred, so that they have a well balanced routine, that includes active play times, meals, snacks and rest periods. Children have daily opportunities to visit the park, use the outside play area and take part in creative play experiences, so that they are well stimulated and make good progress. Children's individual needs are effectively addressed and met, because adults observe children well and plan appropriately for their age and stage of development. Adults generally choose the sorts of toys and play materials children will use and these effectively meet their learning needs. However, younger children have fewer opportunities to make their own choices and selections, because a range of toys are not permanently set out, so as to be easily accessible to children to help themselves.

Nursery Education

The quality of teaching and learning is good.

Children enjoy an excellent range of play and learning activities, both inside and outside, because adults have a very good understanding of how to present resources, so that they are attractive, stimulating and challenging. Many resources are old, worn and well used, but adults are creative and innovative in the way these are presented, motivating and sustaining children's interest. Children have a very good knowledge and understanding of the world around them, because they take part in a good variety of practical activities, such as planting and growing. They also participate in activities in the community, so that they appreciate the wider world. Opportunities for developing skills in maths and language and literacy are incorporated into the daily routine, so that children are making very good progress in counting, number sequencing, letter recognition and formation. Children enjoy a good range of creative play experiences and are encouraged to explore and experiment with a variety of malleable materials. Children behave well, are co-operative and developing social skills in sharing and turn taking, because adults work effectively with children and provide good role-models in these areas. Adults make very good use of observation in assessing children's attainments and achievements, using this information well to plan appropriately for the next steps in children's learning.

Helping children make a positive contribution

The provision is good.

Children enjoy a real sense of belonging, because they are valued as individuals and supported well to integrate. They are cared for in key groups with primary carers, so that they enjoy consistency and stability, promoting their welfare. Children are developing confidence and independence, because they have good opportunities to make a positive contribution, such as helping set and clear tables and putting things away. The setting reflects diversity, through prominent display of pictures and photographs, of activities in which children have taken part. Good use is made of resources, such as dressing up clothes, dolls and books, so that children

enjoy positive images of differences, helping them to feel good about themselves. Children's individual needs are effectively met, because care routines cater for children's varying sleeping and eating patterns. The schedule of activities is well planned so that children can learn at their own pace.

The setting is able to cater for children with learning needs and receives support from the local special educational needs co-ordinator, actively promoting inclusion. Children are well behaved and co-operate well during group play activities, because they are very well supported by caring adults. Children are frequently praised and rewarded, reinforcing acceptable ways of behaving and promoting good manners. Children are courteous, kind and considerate towards their friends, because adults provide good role models and actively encourage children to think about others through discussion and practical activities, such as visiting the elderly in a local residential home. Meal and snack times are relaxed and social occasions, providing children with good opportunities to talk about people and places, making connections with home and community. Overall, children's spiritual, moral, social and cultural development is fostered.

The quality of Partnership with parents and carers is good.

The setting develops good relationships and links with parents and carers, so that they are well informed and involved in many aspects of their children's nursery life. The setting runs workshops for parents and carers, so that they can learn about the Birth to three matters framework and the Early Years curriculum. During these sessions, parents and carers have opportunities to view the videos and discuss aspects of their children's learning. Parents are invited to attend events regularly throughout the year, so they know of the topics children are covering and how they can become involved in these at home. Parents and carers contribute to children's care plans and are encouraged to share details of their children's achievements at home, promoting children's progress through a partnership approach. Information is available to parents on notice boards and conveyed through wall displays, pictures and photographs, in a visually attractive manner, so that parents and carers have a clear idea of the sorts of activities in which their children are participating. Many opportunities are available, both formally and informally, for parents and carers to meet with key workers, so that they are able to discuss and share information, effectively promoting children's care, welfare and learning in the setting.

Organisation

The organisation is good.

Adults are properly vetted ensuring they are suitable to look after children. A good ratio of qualified staff and assistants are employed, so that children receive appropriate levels of support and supervision. Records, policies and procedures are in place ensuring the safe and efficient management of the setting. These are implemented effectively, so that the welfare, care and learning of the children are actively promoted. The setting is very well organised, so that children are cared for in key groups and continuity of care is provided through a key worker system. Arrangements for outdoor play are particularly well organised, so that all children enjoy active and creative play experiences every session. The garden is safely and securely divided into sections, so that children have opportunities to take part in different types of activity under close supervision. Adults are very well deployed, so that all children receive plenty of support and attention both inside and outside. A wide variety of activities are well organised, so that children are developing skills making good progress in all areas of their development. The setting meets the needs of the range of children for whom it provides.

The quality of Leadership and management is good.

The setting is very well managed and lead with regards to children's learning. Management have a strong knowledge of how children learn in a day care setting and provide some very good guidance in desired standards for delivering the Early years curriculum. Area managers provide a caring and supportive role, helping to maintain good standards in the quality of adults work and interaction with children. Programme planning is very effective, ensuring children enjoy a good balance and range of play and learning experiences. Children's learning and achievements are effectively monitored, so that by the time children leave the nursery for primary school, children are well equipped with the appropriate skills and knowledge to make the transition. The nursery leader provides an effective role model for adults working with children, spending time in base rooms, so that adults are well supported. The nursery leader regularly reviews how well adults are working with children and some good training opportunities are available. The focus is very much on the quality of teaching and children's learning, so that children reach their full potential. To some extent some practical areas have been overlooked, such as attention to cleaning of the premises and safety review of equipment and resources. However, swift attention is given to areas of weakness, so that good standards of care are maintained.

Improvements since the last inspection

Since the last inspection the provider has made improvements in a number of areas.

Care:

Prams with harnesses, and mattresses, conform to BS EN standards and advice has been obtained about sudden infant death syndrome (SIDS) regarding babies sleeping arrangements, so that they stay safe. Safety is improved by ensuring the emergency escape route at the side of the premises remains constantly clear and fire extinguishers remain correctly located. Electric sockets are covered and garden tools are inaccessible to the children. The gate at the base of the stairs is also secure. Adults are deployed effectively within the premises, ensuring the safety, welfare and development of children. Good hygiene practise is encouraged through all staff members using disposable gloves while changing nappies, and advice has been sought from the Environmental health officer, regarding the disposal of nappies and clinical waste, so that children's health is effectively promoted. Documentation has been updated relating to the child protection policy, clarifying the procedures for making a child protection referral to social services and notifying Ofsted about any allegations of serious harm or abuse. Nurseries policies and procedures relating to behaviour management are shared with staff and implemented successfully, reducing the risk of harm to children from biting.

Nursery education:

Staff knowledge, of how to use everyday activities and routines to help children develop their mathematical abilities, has been broadened, so that children make good progress in this area. Improvements have been made to the evaluation of what children learned during planned maths activities, so that they can build on next steps to learning. Opportunities are created at lunch times for conversation and discussion, helping extend children's vocabulary.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take 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):

- review the routines for cleaning of the premises, take steps to prevent animals from fouling children's planting areas and ensure sleeping arrangements promote children's welfare
- ensure risk assessment of equipment is sufficiently rigorous in identifying potential hazards and that furniture is positioned so as not to cause any obstruction to fire exits

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):

- review the quality of the range of resources provided

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