

# The Park Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY276942
<b>Inspection date</b>	17 July 2007
<b>Inspector</b>	Michelle Smith
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<b>Registered person</b>	The Park Nursery
<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 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?

Park Nursery has been registered since 2004. It is located in Hither Green, within the borough of Lewisham. The group operates from three nursery rooms in a single storey building within a courtyard for pedestrians only. The nursery is open five days per week throughout the year. Sessions run between 08:00 until 18:00

The nursery cares for a maximum of 39 children aged from four months to Five years at any session. There are 12 funded three year olds and 3 funded four years olds. Most children live in the local area. The group supports children with learning difficulties and special needs.

There are 14 full and part time staff who work with the children. Eight have a recognised early years qualification. The setting receives support from a mentor from local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are in a secure, clean and well organised nursery environment. Children are developing an understanding of good hygiene practice. For example, they are encouraged to wash their hands before meals and after using the bathroom. Staff have a good understanding of good hygiene practice, as they wash their hands before sharing children's meals. Therefore, children's health is protected. There are adequate washing facilities, for staff and children. Children take themselves to the bathroom, where they tend to their own personal needs. This means children are becoming independent. They wash their faces and brush their teeth after lunch, under close supervision. This helps children develop an understanding of maintaining good hygiene levels. There are clear procedures for changing children that are wet or soiled. Therefore, children's health is protected. However, the dustbins in the bathroom do not have covers.

There are clear procedures for recording medication administered to children. Records completed including consent from parents. Accidents are recorded and reported to parents, including their signatures. There is a first aid box in place. All staff have updated their knowledge in first aid, therefore they can administer first aid as required. There are clear procedures in place for caring for children that become unwell. This means children are protected from cross infection. Children benefit from opportunities to be active and rest throughout the day. Children benefit from clean bedding and this minimises the risk of infection.

Meal times are used as a social event, where children talk and communicate with their friends. They provide children with healthy meals, that are varied and meets their individual needs. Children enjoy snacks that are healthy and well balanced. For example, fruits and vegetables are made available to children throughout the day alongside their meals. The menus are displayed on the parents notice board, therefore they are informed of their children's meals and snacks. Children with dietary requirements are protected. For example, details are recorded and located in the group rooms and shared with the nursery cook.

Children benefit from daily fresh air, where they play and move around confidently. Children's physical skills are promoted through a wide range of outdoor activities. There are wheeled toys. For example, bicycles and scooters. Children are developing their body control and coordination, as they run, jump and climb confidently. They are eager to access outdoors and enjoy their play.

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

The provision is good.

Children move around the nursery freely and safely, staff take the necessary steps to minimise risk for children in and outside the nursery. For example, risk assessments are complete regular within the nursery. This means children's wellbeing is safeguarded. Effective use is made of the outdoor area, through a range of activities which promotes children's learning in a safe environment.

All safety equipment in place appears to be in working order. However, in the preschool room there is a safety socket, without safety devices and a hanging cassette lead. This means children safety is sometimes compromised. Staff are aware of the need to supervise children at all times. For example, staff are located in different designated areas within the nursery, where they

operate the free flow system. Staff give high priority to maintaining children's safety, through the well established policy and procedures for outings. For example, risk assessments are completed for all outings. Therefore children are protected from harm on outings.

Children enjoy a wide range of toys and equipment that is in good condition and meets safety standards. They are of good quality and quantity and meet the needs of the children. There are clear procedures for checking toys and equipment, to ensure children access provision that is age appropriate and safe. The children are encouraged to freely access the toys and play materials.

There are clear child protection procedures in place. A few staff have completed training at various levels. There is a designated person relating to child protection, whom is in the process of updating her knowledge through safeguarding child training. Staff are aware of the procedures and lines of action to take if they have concerns about a child within their care. They have a copy of the 'What to do if your worried about a child being abused' document. Therefore children's welfare is safeguarded.

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

The provision is good.

Children settle well at the nursery. Children have built good relationships with the staff and respond well towards staff. Staff provide opportunities for children to build upon what they know, through a range of different play and learning experiences. They interact very well with the children and use opportunities to extend the children's knowledge, through learning opportunities that arise during play. The children enjoy interacting with their friends and the company of others. They play very well and welcome others into their play.

### **Nursery Education**

The quality of teaching and learning is good. The staff provide children with opportunities to learn and explore within their surroundings. The learning experiences are interesting and challenging for the children. Children are encouraged to make choices about their activities. They move around the nursery independently and confidently as they investigate the different range of activities.

The staff interact very well with the children, they get involved in the children's play. For example, staff play bats and balls with the children in the outdoor area. Children enjoy opportunities to take part in creative activities, using different items. Children's art work is creatively displayed throughout the nursery. Staff encourage children to share information about themselves and others in a friendly manner. For example, they share information relating to their favourite colours.

Children enjoy a wide range of learning experiences that are age appropriate and provide sufficient challenges for children. Children are developing an understanding of numbers, through a range of different mathematical activities. For example, different mathematical puzzles and songs including number sequence. Children can count to 10 and beyond. Therefore, children are beginning to grasp the concepts of mathematical thinking through a range of activities. They are learning to recognise different shapes and size in different forms. For example, they enjoy joining and assembling using different containers and boxes. This means children are developing an understanding of 2&3d dimensions. There are plenty of opportunities for children to use programmable equipment. For example, they enjoy using the computer and money tills.

The children enjoy and benefit from their sessions on the computer through support from staff. Children are beginning to share and take turns, as they wait to for their turn to access the computer.

There is a designated writing area, where children are beginning to write for different purposes. Children can identify different letters of the alphabet. For example, a child was able to identify objects starting with particular letters. Staff provide children with interesting and knowledgeable learning experiences. Children enjoy their time in the outdoor area, where they ride bikes, climb and balance. Therefore, children benefit from the good opportunities to develop their physical skills through the wide range of equipment. Children enjoy investigating different seasons, such as Winter, as they make snowmen.

They enjoy the company of their friends and play very well together. Children relish opportunities to sing songs with their friends at group time. They are becoming confident and operate very well in large and small groups. Staff are skilled at acting upon learning opportunities to increase children knowledge. For example, a member of staff asked children to identify different shades of blue. Children have established close relationships with their friends and communicate effectively together. Younger children enjoy sensory play, where they access different objects of textures and size. This helps to develop their senses. Children enjoy visits to the local library, where they read and choose books. They enjoy visit from the local police and visit the Local Fire station. Therefore, children are developing an understanding of people that help us within the community.

Staff record observations of children's progress in all areas of learning, but they are not consistent in identifying the next steps for children's learning and how children's learning will be moved on. They complete planning, however, there are no traceable link between planning and children's progress development records. Activities are evaluated, however, it is not consistent.

There are children present with learning difficulties or disabilities and they are integrated very well into the setting. The nursery have a designated special educational needs coordinator and useful links have been established with the local area inclusion officer.

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

The provision is good.

Children are becoming competent learners, through constant praise and encouragement from staff. Staff know the children well, they have established good relationships with each other. Children are developing self assurance through the close relationship that they have with their friends. Children show kindness and affection towards their friends. For example, a child hurt her toe and another went to get her shoes for her. Children share their personal experiences, likes and dislikes. For example, "a child stated that "I don't like salads" as they pretended to make sandwiches from Play Doh. Therefore, children are becoming confident and effective communicators. The children engage in play very well together and are confident in their environment. Children are well behaved and play together harmoniously. Staff provide consistency in regards to behaviour management, through the clear guidelines relating to behaviour management. There is a designated person for behaviour management , that has regular meetings with Lewisham Early Years Advice and Resource Network. Therefore, her knowledge is updated in regards to promoting good behaviour practises. Children are developing good help skills as they all contribute towards tidying up. Children are developing a love for animals, as they care for the nursery hamster and goldfish.

Staff are very good at encouraging children as they achieve in their play. They understand the positive impact this has on children. Children with learning difficulties or disabilities are integrated very well within the group. There is a special educational needs co-ordinator, that works with the inclusion officer. All children participate in all activities that are made available.

Children value diversity. They access a broad range of play materials, play opportunities and activities that reflects disability, diversity and acknowledges cultural differences. Children interact with children and adults of different ethnic backgrounds. This means children are developing a positive attitude towards others. They are provided with opportunities to investigate other cultures through celebrations of different cultural events, for example, Chinese New Year, Easter and Christmas. The nursery fosters children's spiritual, moral, social and cultural development.

Partnership with parents is very good. Parents are welcomed into the setting and staff provide parents with information daily, this is done verbally or in written format for younger children. They are well informed of events through regular newsletter. They provide different opportunities for parents to discuss their children's progress. For example, through open evenings and daily information.

## **Organisation**

The organisation is good.

The leadership and management is good. The management provide staff with opportunities to progress. They have a clear sense of purpose as they know their role and responsibilities. There are high staffing levels and most of the staff hold early years qualifications. Staff not qualified are working towards early years qualifications. Staff access a variety of different courses. For example, Birth to three matters framework and Child Protection. Staff's interest and qualities are taken into account in regards to their designated roles. For instance, training is provided to ensure they operate in their role effectively. Planning is completed and all staff have the opportunity to contribute towards medium and short term planning.

The comprehensive policies and procedures, contribute towards the effective running of the nursery, including one for complaints. These are shared and accessible to parents.

The staff use their time well. There are system in place for recording children's achievements and their progress. There are some inconsistencies in the records for recording children targets. A key worker system is used which enables staff to know the children well. The children feel secure and confident with their carers, which helps to build secure relationships. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the nursery agreed, to devise a method to record when sleeping babies have been checked. There is now a system in place for recording sleeping children. To ensure that sufficient furniture is available to meet the needs of the babies during meal times and that meal times are a sociable and relaxed event. Babies enjoy their meal times in a relaxed atmosphere, where they access suitable chairs and feeding equipment. To provide more opportunities for all children to have access to varied sensory/messy/ natural activities. All children now take part in a variety of different creative activities, where they access messy, natural and sensory activities.

## **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 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 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):

- make sure safety devices are located in all electrical points, that are accessible to children and make sure all hanging leads are made safe
- make sure the dust bins in the bathroom have covers

#### **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):

- make sure progress development records are consistent in recording the next steps in children learning
- make sure curriculum planning is consistent in identifying links between the learning intention and medium and long term planning; and clear traces are identifiable as to how the planning has been evaluated.

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)