

Little Crystals Day Nursery

Inspection report for early years provision

Unique Reference Number	137236
Inspection date	11 July 2007
Inspector	Claire Jean Douglas
Setting Address	49 Maberley Road, London, SE19 2JE
Telephone number	020 8771 0393
E-mail	geraldine@crystalchildcare.co.uk
Registered person	Lorraine Duffy
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?

Little Crystals Day Nursery opened in 1994 and is part of the Crystal Childcare Limited group of nurseries. The nursery operates from the ground floor of a semi-detached house, situated in the London Borough of Bromley. Children have access to three playrooms, toilets and a secure outdoor play area to the rear. The group serves the local area.

There are currently 26 children from two to five years on roll. This includes 14 funded children. Children attend a variety of part-time or full-time sessions. The setting supports children with English as an additional language. The nursery is open five days a week for 50 weeks a year.

Four full-time and one part-time bank member of staff work directly with the children. Other staff include a cook and a cleaner. The company use their own bank staff to cover sickness, holidays and emergencies as required. Additional visitors provide opportunities for the children to participate in dance, French and Spanish. Over half the staff have early years qualifications to NVQ level three. Staff are encouraged to continually update their training and development. The setting receives support from the Early Years Development Team. The group is a member of the National Day Nursery Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from effective procedures and practices which meet the children's physical, nutritional and health needs. The level of adult support and guidance helps children to gain a good understanding of hygiene and become independent in their personal care, for example, when they are asked to go and wash their hands before eating; a member of staff is on hand to guide them if they need help.

Children are provided with a healthy menu and they are able to help themselves to a range of fresh fruit or crackers at snack time. Children delight in the opportunity to develop their independence, as they pour out their own water or milk from the jug. Water is freely available to the children from a jug throughout the day.

Children take part in regular physical activity as part of the daily routine, which contributes to a healthy lifestyle and supports their physical development. The younger children delight in attempting to throw bean bags and kick a ball whilst out in the garden, showing pleasure when staff praise their achievements. The children in the pre-school room, practise body coordination and skill as they take part in organised team games, such as passing the ball under and over to their peers. Children also enjoy taking part in physical activities inside the nursery, for example, during planned dance sessions, when all the children and adults join in with the action songs and dancing.

Children under three years old settle well. They appear at ease in the environment and staff are warm and responsive to the children, which helps them to develop secure bonds with their carers and fosters their emotional well-being. Staff are working with the Birth to three matters framework which helps to ensure the children's developmental needs are being met.

Staff are able to respond appropriately to minor injuries or accidents as there is always one member of staff with appropriate first-aid training on duty. Effective systems are in place for the confidential recording of accidents, providing an accurate account of what has occurred.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and organised environment. Safety precautions, such as socket covers restricting children's access to plug sockets and an entry system monitoring who is entering the setting, all promote children's safety and well-being. This means they are able to move around safely and independently. Possibilities of accidental injury are identified and minimised by staff, through vigorous risk assessments. The staff are appropriately deployed ensuring children are always well supervised, for instance, escorting children whilst they move from one room to another. Children are familiar with the evacuation procedure, as fire drills are regularly carried out, promoting children's safety.

Children have access to a good range of clean and safe resources and equipment suitable for their age and stage of development which means they can play safely. All toys and play resources are checked each time they are used for safety and cleanliness and appropriate action is then taken. Children are protected by staff, who have competent knowledge of child protection policies and procedures and give priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well at the setting and appear to be happy. They enter confidently and make themselves at home. They relate well to each other and socialise and make friends with other children, behaviour is good. Their welfare is generally promoted as staff plan a range of activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities, using the Birth to three matters framework.

Organisation of resources and deployment of staff allows the children to make choices and promote their independence. Staff engage well with the children, they are enthusiastic and get involved in the children's play. Children enjoy activities that are provided for them.

Nursery Education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals, with the support of staff who have a basic understanding of the Foundation Stage. The staff within the pre-school section of the nursery, work with a range of resources and plans which cover the six areas of learning. However, there has been recent staff changes within the pre-school room, which has led to some inconsistencies in the use of observations and the identification of the children's next steps. As a result, children's learning is not always developed fully. Staff are good role models and present activities in an enthusiastic manner. Children investigate using their senses as they feel the texture of the dry sand fall through their fingers. They discuss similarities and differences using natural objects such as corn flour. Most children have good pencil control as pencil work is available at all times. Creative experiences are planned and often adult led with limited opportunities for children to express their creativity freely. As a result, children's individual needs are not always met.

Children develop good relationships with adults and other children. They co-operate and work well together by taking turns. Children are beginning to count confidently and recognise numbers that are important to them. For example, as a child played with the numbers on a keyboard 'That's my number four, that's four, I'm four'. Children have opportunities to use information and communication technology, however, the computer is currently broken. They usually have access to one computer and a selection of age appropriate computer games, helping to develop hand and eye coordination.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the nursery. Staff value and respect each child's individuality and family context, including those with English as a second language and children with learning difficulties and/or disabilities. Information about children's individual needs is gathered through discussion with parents before they start. Children learn to value diversity as they: celebrate a variety of festivals; play with a variety of resources that reflect the wider community, such as multicultural play figures; and while they look at books and observe the posters around the setting, which show positive images of people from a variety of religious and ethnic backgrounds. Staff have a calm and consistent approach to managing children's behaviour. This results in a calm atmosphere where children behave very well. The provision fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery education is good. Parents of pre-school children are provided with information about the Foundation Stage curriculum through verbal and written communication, information about children's attainments and progress is shared regularly. However, parents are not provided with written information with regards to the Complaints procedure. Positive feedback was received from all the parents who were questioned about the care and education their child received at the setting. Many commented on the 'very caring staff' at the setting. There is an 'open door' policy which means parents can ask to see their child's key worker or developmental records at any time.

Organisation

The organisation is satisfactory.

Children are cared for by staff who work well together as a team and have clear roles and responsibilities. Staff have a good understanding of child development which helps them to meet children's individual needs. Children are cared for by consistent staff that they know well.

Recruitment and vetting procedures are in place to ensure that children are cared for by appropriately qualified staff who are suitable to work with children. The leadership and management of the nursery education is satisfactory. The staff are committed to development and are aware of areas which need improvement. They are open to advice and try to make use of external support for raising standards. Staff are given support to develop their skills and knowledge through on-going training. The manager supports the staff with a sound understanding of the Birth to three matters framework and a basic knowledge of the Foundation Stage curriculum. Required records, policies and procedures which contribute to children's health, safety and welfare are in place. However, the Child protection procedure now requires updating to refer to the required local safeguarding children board, (LSCB).The manager is aware of the regulations with regards to Complaints procedures. New staff and students go through an induction training which ensures they understand the policies and procedures and can refer to them when necessary.

Space, staff and resources are well organised throughout the setting. There is an established daily routine that ensures children are occupied and stimulated throughout their time at the setting and the range of activities provided ensures they enjoy what they do and achieve appropriately. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous care inspection the provider agreed to: Display the fire drill instructions used by the staff and children in all rooms, ensure students or visitors who have not had the relevant checks are not left alone with children and provide a procedure to be followed in the event of a child not being collected. Children's safety has improved. All staff and visitors now have a clear reference to fire drill procedures, ensuring they are certain of the actions to take, should there be an emergency. The arrangements to ensure that the welfare of the children is protected, has improved. They are never left alone with staff or students, who have not been through the appropriate vetting procedures and staff are now knowledgeable on the procedure to take should a child remain uncollected within the setting. There were no key issues agreed by the provider at the previous nursery education inspection.

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.

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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):

- update the Child protection procedures to include the local safeguarding children board, (LSCB)
- ensure parents receive written information, informing them of the complaints procedure including the regulators address and telephone number

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 staff receive adequate foundation stage training
- ensure creative opportunities are regularly available which allow children to express themselves freely (also applies to care).

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