



Canterbury Road Sure Start Childcare Ltd

Inspection report for early years provision

Unique Reference Number	EY249341
Inspection date	27 July 2005
Inspector	Gillian Cubitt
Setting Address	Canterbury Recreation Park, Croydon, Surrey, CR0 3HH
Telephone number	0208 683 2711
E-mail	canterburynursery@btconnect.com
Registered person	Canterbury Road Sure Start Childcare Ltd
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 good.

WHAT SORT OF SETTING IS IT?

Canterbury Road Sure Start Nursery has been operating since 2003.

It operates from a community building located in the Canterbury Road Recreational Ground. It serves the local community within the Broad Green area.

There are currently 44 children from 3 months to 5 years on roll. There are six children receiving funding for early education. The setting supports children identified

with special educational needs and who speak English as an additional language.

The nursery is open from 07:30 to 18:00 Monday to Friday all year round, apart from bank holidays, four training days, one week during August and one week during Christmas.

There are 11 qualified staff who work directly with the children, plus one staff with NVQ 1 working towards NVQ2, one qualified teacher and three qualified bank staff

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from freshly prepared meals each day such as pasta, bolognese and salad. Fruit is always offered at snack times and children enjoy eating prepared bananas and apples with their friends. All food is carefully prepared by the in-house cook who has clear guidelines on children's specific dietary needs; however as a rule meats such as pork or beef are never on the menu. Babies enjoy their pureed lamb bolognese as much as the older children who have ample food and can help themselves to salad. Staff and children observe well practiced daily hygiene routines. Staff clean tables with antibacterial spray and preschool children willingly assist as they wash their hands and help to set the tables. They look forward to their lunch as they sit eagerly waiting for their food to arrive. Younger children quickly master self-feeding skills as they use their fingers and cutlery. All children begin to understand the benefits of nutritious food as staff join the children for lunch where they chat informally about what they are eating and how it is good for them. Staff ensure that younger children have cups and bottles available whilst older children are able to access drinks and at any time with their buffet style snack bar.

Staff lay the foundations of good hygiene practice from the very early stages. Children in the baby and toddler rooms recognise set routines and staff maintain excellent procedures such as wearing disposable gloves for nappy changing which helps prevent the spread of infection. By the time children settle in the pre-school they automatically go to the toilet and wash their hands.

Children have the freedom of playing outside in all kinds of weather. Preschool children put on their Wellingtons and have fun running around kicking balls and splashing in puddles. Babies have fun under the awning getting messy with their hands and bodies in the pink watery cornflour. The location of the nursery gives older children the opportunity to extend their physical skills in the fresh air on the adjacent football field and recreation park. Staff effectively apply their knowledge of Birth to Three matters to ensure that the range of physical activity provides stimulating play experiences for babies and young children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The organisation of the single story purpose built nursery is well planned to ensure children are secure and safe with the risk of accidental injury minimised. Most areas inside are thoughtfully designed to be in tune with children's ages and stages of development. Toys and activities are easily accessible with babies happily playing with interactive sound activity centres and older children choosing favourite games from low level drawers and shelves. However, babies sleep in cots and bouncy cradles in the same room as other toddlers play. As children exclaim their delight or dismay when experiencing different sound effects, sleeping babies' rest, at times, is interrupted. Children are fortunate to have their own dedicated outside play area to their rooms which is enclosed and reasonably well equipped. However, the grassed area for pre-school children is very sparse due to constant use and, in wet weather, the children slip on the well-trodden mud. All staff have a good understanding of safety within the nursery and they comply with health and safety requirements. Children learn how to keep themselves and others safe by helping to tidy up inside. They play with many resources that are of a high quality although some outdoor equipment is weathered as it is not always cleaned and stored at the end of the day.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies enjoy an environment that is rich with quality resources and toys that stimulate their curiosity and aids their development.

Babies and toddlers are very happy and settled with staff that show them plenty of care and constant attention. All rooms in the nursery are bright with coloured posters and children's work. Children play with their peer groups and at times younger children have the benefit of play with the older preschool children when they join in during outside play times. Children hold hands and run, they share balls, catching and kicking them to each other. Children have opportunities to work on their individual pieces of work but also enjoy coming together at different times of the day to sing favourite rhymes and participate in group stories and songs. Children develop their confidence in the security of their relationship with staff that are there for them each day.

Staff effectively work with the Birth to Three matters programmes to promote all areas of children's development and are beginning to link this to the Curriculum for the foundation stage.

Nursery Education

The quality of teaching and learning is good. Children make progress as staff are all involved with the planning and their close work with education staff from Early Years ensures that staff skills and expertise with the Foundation Stage are developing and evolving so that children's educational needs are met. Staff make observations on children's progress during targeted activities and link these effectively to the next steps in children's learning so staff are well aware what children need to do next in their learning. However staff do not specifically plan activities that meet the criteria for individual children. Staff are aware of this gap and are re-addressing this with further training in the autumn.

Children with special educational needs are well supported and take part in all activities that are within their capabilities. They have their own individual education plan and extra staff are employed, if required, to meet children's specific needs.

Children learn from the quality and diversity of resources that are available to them. Their independence grows as they are encouraged to make their own choices and decisions. For instance children are beginning to use the 'decision board' where they choose an activity and take the appropriate peg which tells other children and staff what they are working on. Children are also encouraged to make full use of the buffet refreshment system so that their play is not interrupted. Children speak clearly and well, especially at lunch time when staff join them for lunch and talk about many different subjects; from the food they are eating to what they do at home. This is very social time and children thrive in their animated conversations over the lunch table. Children make the most of choices; in the home corner they make shopping lists and dress up and they enjoy choosing books to take home to read with their parents. Children bring in photographs from home and make books about themselves that they like to share with their friends. Children learn about the world of technology with calculators, recorders and they particularly like the computer and remark that it has not worked for a week. Children count by rote and frequently use these skills to count objects and each other around the lunch table.

Outside children skilfully show their catching and dribbling techniques with footballs. At times they extend their play area to the nearby football pitch and children's playground where large climbing apparatus and swings enhance their physical play experience. Children learn about the world about them through visits to local attractions such as the soft ball play park. They have a small digging patch in their outside play area and there are some rambling herbs, however this is not particularly attractive and children are not drawn to it. Children are encouraged to use their imagination as they play in the home corner or experiment with paints or coloured spaghetti. Children are proud to see their work on the wall.

Children's wellbeing and education is well linked. They are considerate and caring towards their friends and staff.

Helping children make a positive contribution

The provision is good.

Children play in an environment which is rich in diversity. Many children attend from different cultures and customs. They see posters in different languages and they can relate to their own and pictures and photographs of friends. Children choose from many books that depict different cultural festivals and everyday events. Children behave well and show care for each other as they work in small groups or come together for birthday celebrations. They become excited as they help staff and parents to prepare for a party. They sing songs and delight when the birthday child blows out his candles and offers his cake. Children are happy and settled. Staff help children to talk about their feelings, especially at times of misunderstanding and disputes. Children learn to listen and make friends. This attitude helps in the fostering of children's spiritual, moral, social and cultural development.

There is a good partnership with parents. Parents receive a comprehensive handbook detailing all aspects of the organisation of the nursery, its ethos and aims. Parents take their children into the nursery room each day where they receive a warm welcome from staff. The daily white board lists the daily activities and parents have additional nursery information from their own notice board and regular newsletters. Parents speak highly of the staff and welcome their valued input that helps provide children with security and continuity of the care. Parents of pre-school children have individual sessions to discuss their child's achievements and younger children have daily sheets so parents can see at a glance how their child's day progressed.

Organisation

The organisation is good.

The provision of resources and systems to ensure that babies and young children make progress is sound. Staff are aware of their responsibilities and carry out their duties with enthusiasm and their time is dedicated to the wellbeing of the children. Staff are fully aware of the National Standards and other related aspects of legislation that relate to childcare.

Leadership and management are good. The current managers have ensured that full records of staff and children are up to date and easily accessible. The systems in place show that managers are aware of strengths and weaknesses of the nursery and, with the help of the Early Years Development Childcare Practice, have identified ways to move forward to build upon good practice. They fully support their staff and, through regular supervision and appraisals, staff feel valued and motivated. Training is a feature of the philosophy of progress within the nursery and staff have set training days where they update on key training requirements such as child protection and first aid. All staff are encouraged to make the most of opportunities available. They are making good use of the framework of Birth to Three matters and are looking forward to their training sessions to update their knowledge on the stepping stones under the Curriculum Guidance for the Foundation Stage. Staff's enthusiasm to help children to progress coupled with their emerging skills at working with the tools for Sure Start ensures that overall, the needs of all the children who attend are met.

Improvements since the last inspection

The last Children Act inspection recommended that the nursery should improve the nappy changing procedures and that more able children in the baby and toddler room are offered challenges. The nursery have made progress as staff now fully record nappy changing times and provide parents this information on the daily contact sheet. Activities and resources have been purchased for the baby and toddler rooms to provide them with more diversity and challenge for the more able children.

Complaints since the last inspection

In July 2004 a concern was raised under National Standards about staffing

arrangements at the nursery with particular emphasis on staff ratios. It was claimed that these are not maintained and there are too few staff for the number of children. Also, the staff supervising children at sleep time were unqualified.

Ofsted inspectors made an unannounced visit made on the 15/07/2004. They found that the registered provider had set up new staffing arrangements and that staff ratios were appropriate. The inspectors were satisfied with the action taken to improve the staffing of the nursery.

The provider remains qualified for registration.

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):

- ensure that quiet areas are provided to enable babies' individual sleep patterns to be facilitated without disturbance
- ensure outside area surface is suitable for children to play upon, especially in wet weather

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):

- develop staff's understanding of the curriculum guidance so that focus activities are linked into children's individual needs and the next steps are included into future planning
- make more effective use of the outside play area to develop children's awareness of the world of nature within their own environment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

