

# Dale Avenue Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY315868
<b>Inspection date</b>	12 July 2007
<b>Inspector</b>	Caren Carpenter

<b>Setting Address</b>	41 Dale Avenue, Edgware, Middlesex, HA8 6AD
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<b>Registered person</b>	Shanthini Sivanathan
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Sessional 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](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 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?

Dale Avenue Nursery is run by a private provider and was registered in 2005. The group operates from scout hall and is located within the London borough of Harrow. Children from the local and surrounding community attend.

A maximum of 25 children may attend the setting at any one time. There are currently 30 children aged from two to under five years on roll. Of these, 17 receive funding for early education. The setting supports children with learning difficulties and a number of children who have English as an additional language.

The setting is open each week day from 09.00 to 12.00 during term times. The group employs seven staff members including the provider who works directly with the children. Six staff hold early years child care qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children benefit from a clean, warm, comfortable and child-friendly environment. Children follow hygiene procedures such as washing their hands independently before snacks and after visiting the toilet to prevent the spread of infection.

Children's welfare is maintained as procedures are put into practice for example, accidents are recorded and parents are informed. A written sickness policy, which staff actively share with parents, ensures children are well cared for and that they are protected from illness and infection.

Children enjoy a variety of healthy snacks such as bananas, apples, slices of brown bread and carrots. Children recognise when they are thirsty and help themselves to regular drinks of water. Special dietary needs are recorded and known to all staff.

Children enjoy a range of physical activities indoors. For example, they eagerly participate in movement sessions, as they hop, stretch, balance on one leg and pretend to move like snakes in the jungle. However, they have few opportunities to develop their large muscle skills. Children use with increasing control a range of small equipment such as writing tools, scissors, rolling pin and cutters.

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

The provision is good.

Children are cared for in a clean and secure environment. Potential risks are identified and minimised. Children are cared for by sufficient staff who are deployed effectively and are vigilant about their safety. Careful monitoring of access to the premises ensure that children are protected from unknown visitors to the nursery and they are unable to leave unsupervised.

Furniture, toys and equipment are well maintained, clean and suitable for the children attending and meet their needs well. Children have easy access to a range of appropriate equipment, much of it at child height, encouraging independent choice.

Children are protected from abuse or neglect. Staff attend child protection training and appropriate policies are in place. The manager takes the lead role for child protection. Staff are aware of the signs to look for and the procedure to follow to ensure the welfare, safety and protection of the children.

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

The provision is satisfactory.

Good and warm relationships are evident as children are encouraged to listen and communicate with each other and with the staff. Staff are caring, approachable and kind and respond positively to the needs of the children.

However, the settling of new children sometimes disrupts the older children's learning and play.

Staff are beginning to develop their knowledge and understanding of the 'Birth to three matters' framework and are planning activities to help children make progress in their development.

Children's care, learning and play are supported well by staff who routinely monitor their progress and use this information to provide for their individual needs. Children behave well for example; they take turns and share resources. Staff give reassurance encouragement and lots of praise.

## **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals. Staff have a sound understanding of the Foundation Stage and how children learn. They work alongside the children for most of the time.

The key worker system enables staff to monitor the children's progress to help them to move on to the next steps of learning. Information from observation and assessment records are used to plan for individual children.

Children share good relationships with staff and each other. They play well together and benefit from staff's who are supporting them to understand right from wrong. Children receive support and encouragement from staff to enjoy books for pleasure. They have good access to a wide range of quality books and listen to a range of interesting stories. Children are practising their early writing skills as they paint and draw. They enjoy mathematical activities such as fitting puzzles together and identifying colours, shapes, size and numbers. However, the resources available does not provide sufficient challenges for the older and more able children's learning.

Children enjoy opportunities to express their imagination through role-play as they dress up in different clothes and have lots of fun as they play in the home corner. Children are well involved in their chosen activities, for example during creative activities such as sand play and when creating their own pictures with a range of art and craft materials.

Children are learning about the world they live in as they celebrate festivals such as, Eid, Diwali and Christmas. This increases their awareness of diversity and their understanding of others. Children are studying living things such as mini beasts as they find out about the life cycle of a butterfly.

Children are making satisfactory progress in their physical development. They participate eagerly during physical indoor activities and enjoy movement sessions. However, the older and more able children have few opportunities to develop their large muscle skills. Children use a range of small tools such as painting brush, play dough cutters and scissors with increasing control.

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

The provision is satisfactory.

Children are valued and respected as individuals and are fully included in the life of the setting. They gain knowledge of different cultures and religions as they celebrate festivals. Children have access to which show people from other cultures, for example dolls, books and jigsaw puzzles. This helps them to understand about the wider world. This positive approach fosters children's social, moral, spiritual and cultural development.

Children behave well because they know what is expected of them and respond well to regular praise and encouragement that helps them to learn right from wrong. Older children begin to take responsibility and manage their own behaviour as they are encouraged to solve their own problems such as taking turns.

Children are fully integrated within the setting. The Special Educational Needs Coordinator has received appropriate training to support children with learning difficulties and children with English as an additional language. Staff have developed good relationships with other relevant professionals. As a result children receive appropriate support.

The partnership with parents is satisfactory. Parents are informed about how the group operates and the activities provided through the written information provided to them. Parents are provided with written information about the curriculum. They are kept informed about their children's achievements through daily contact with key workers. Parents are provided with written progress reports when their children leave for school. They are able to become involved in their children's learning for example, they come into the nursery to read stories to the children and participate in cultural festival celebrations.

## **Organisation**

The organisation is satisfactory.

Children share good relationships with staff who have been vetted for their suitability to work with young children. Space and resources are used well to meet the children's individual needs and ensure their safety, welfare and development. Staff support children well during activities and allow them time and space to initiate their play. However, the settling of new children into the setting does not meet the needs of all the children.

The leadership and management of the setting is satisfactory. Systems are in place to evaluate the care and education and to help make improvements. Open communication across the staff team means that all their contributions and ideas are shared and valued. Planning is shared and understood by the staff team. However, the programme for physical development does not provide opportunities for the older and more able children to develop their large muscle skills. The resources available for mathematical development, does not provide sufficient challenges for the older and more able children. Staff are managed and led well by the manager. The manager is clear about her role and responsibility and clearly knows the strengths and weaknesses of the setting.

Policies and procedures ensure staff are clear about their roles and responsibilities. All the required documentation for the safe management of the setting is in place. However, some lack the necessary details therefore children are not fully protected. The setting meets needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The last inspection was inadequate. In order to meet the standards the provider was required to address a number of actions. Ensure the organisation of routines are clear to minimise disruption to children. Improve teaching methods which encourage children to learn to respond to appropriate expectations for their behaviour. Ensure a procedure is in place in the event of a child going missing. Continue to improve all staff's knowledge and understanding of the Foundation Stage of Learning and the 'Birth to three matters framework'. Improve staff's knowledge and understanding of questioning techniques to develop children's thinking and communication skills. Improve assessment methods to ensure individual children's learning needs are fully met and ensure they identify the next steps for learning. The setting has reviewed the organisation of the daily routine. As a result, children benefit from a range of activities such as physical indoor play sessions, snack times, story and singing sessions. Children's welfare and safety is well promoted because a clear written missing child's policy is in place. Children

are well behaved, because staff have developed simple rules for good behaviour and appropriate strategies for managing children's behaviour effectively. Staff have improved their knowledge and understanding of the Foundation Stage and the 'Birth to three matters framework' by attending training. This means that children's learning and development is planned to ensure that they make progress towards the Foundation Stage and the Birth to three matters framework. Staff are developing their skill in questioning to extend children's learning during activities. Children's learning needs are met because staff observe, record, identify and plan the next steps for each child's learning.

### **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 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 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 arrangement for settling new children
- ensure that accident records includes all the necessary details

#### **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):

- improve opportunities for the older and more able children to develop their large muscle skills
- increase the mathematical resources to provide further challenges for the older and 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](http://www.ofsted.gov.uk)