

Stembridge Hall Day Nursery

Inspection report for early years provision

Unique Reference Number	EY348759
Inspection date	05 September 2007
Inspector	Rebecca Hurst
Setting Address	9a Stembridge Road, LONDON, SE20 7UE
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Registered person	Daythi Maya Weeratunge
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 satisfactory. 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?

Stembridge Hall Day Nursery was registered in 2007. It operates from group rooms set out in a converted hall in residential area and has use of an enclosed outside play area. The nursery serves the local area. The group opens five days a week all year round, excluding public holidays. Sessions are from 08:00 to 18:00. The nursery is registered to provide full day care for 38 children from six months to under five years. There is currently 25 on roll. Children attend for a variety of sessions. The setting supports children with special needs and children who speak English as an additional language. All staff including the manager, have early years qualifications to NVQ Level 2 or 3. The nursery has regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by Bromley Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have access in all of the rooms to hand washing facilities that aid the learning of the children to wash their hands throughout the day. Staff ensure the children are aware of why they need to wash their hands and children are able to say the reasons why. Children with allergies are kept safe from harm as their details are displayed in their base rooms so staff are aware of the foods they are able to eat and what reactions the children would have from the allergen. Parents are given detailed medication forms to fill out if they require medication to be given to their children.

Children are given healthy and nutritious snacks of fruit and are offered the choice of drinks which are milk and water. Staff sit with the children whilst they have their meals and discuss how nice the food is. Staff provide the children with varied range of foods from around the world. All of the children have access to drinks throughout the day. Staff reduce the risk of cross contamination by washing their hands before serving foods and after they have changed nappies. They also ensure if dummies have falling onto the floor they are cleaned before they give them back. The children also have the chance to brush their teeth during the day. Staff ensure the children are able to gain independence by allowing them to serve their own food at meal times. Children have daily opportunities to gain control over their body as they have access to physical play both inside and out.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff have a good understanding of child protection issues which keeps the children safe from harm. The provider ensures polices relating to safeguarding children are brought in line to reflect current changes in legislation. Children are further protected from harm as staff ensure non vetted people are not left in contact with the children, they also ensure if they do not know the people at the door they will not let them in until their identity can be verified. Children are made to feel warm and welcome as the staff ensure the rooms are decorated with the children's work and the parents have information regarding the setting and what the children are currently working on for their topics.

All plug sockets are covered and all of the fire extinguishers are serviced on a regular basis ensuring the safety of the children. However, the provider does not carry out risk assessments for the daily running of the nursery. This stops the provider from seeing daily hazards such as a blocked fire escape, exposed radiator pipes and cleaning fluid left out in the children's bathroom that can cause harm to children in their care. Children are able to access a range of resources as they are stored at a level the children are able to access to gain independence.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled whilst they attend the setting. Staff plan for a varied range of activities that include sand play, construction, books and home corner activities. Resources that are easily accessible are labelled to aid the children's choice and for them to gain independence. Staff sit with the children and read books with them and whilst they are playing

with sand the staff ask the children questions about what they are doing and the sounds the animals make that they are playing with.

Children enjoy joining in with a language session from an outside agency called Big Talk. They join in with the teacher signing with Makaton to songs that greet the children and to say goodbye. Children show visual and verbal excitement whilst they participate in this session. However, the younger of the children are sitting in highchairs throughout the session and are not able to join in the physical side of jumping up and down and chasing the bubbles. These children then move straight to having snack still sitting in the chairs, which limits the physical development of these children.

Nursery Education.

The quality of teaching and learning is good.

Staff sit with the children and ask them what they have done at the weekend; they take an interest in what they have taken part in with their families and this gives the children a sense of belonging. New children are introduced to the group so all of the children are aware of their names and they feel they belong. Children are given the chance to learn numbers and counting in everyday activities. However, the next steps of the children's observations are not consistently completed which can stop the staff furthering the children's development.

Children are able to gain independence during meal times as they are given the opportunity to serve themselves fruit and to pour their own drinks. Children have daily opportunities to access a broad range of resources. The resources are all stored at a level the children are able to access throughout the day. Children have a sense of achievement as the staff display the children's work around the room. Children also have emergent writing skills that the staff encourage and display. Children are skilled in using the ICT equipment as the staff ensure they have daily access and they are available to assist the children if and when they are needed.

Helping children make a positive contribution

The provision is good.

The children have access to displays of different languages and of images displaying positive images. Children feel good about themselves as they have access to a range of activities and resources that display images from around the world and of different cultures. Staff also plan for the children to learn about different festivals and cultures in their long term planning such as Rosh Hashanah, Eid, Diwali and Christian festivals. Staff are consistent in the managing of the children's behaviour as a result the children are generally well behaved. Staff also consistently praise the children for the work they do. As a result the children's spiritual, moral, social and cultural development is fostered.

Children are given the opportunities to help the staff tidy away the activities and toys after each session, so they can move to the next part of the day. Staff work with parents to provide a consistent approach in the care of the children. Parents are able to keep a track on their child's progress through developmental reports that they receive twice a year. On collection of their child parents are given detailed feedback by the staff on how their child's day has been.

Partnership with Parents and carers is good.

Parents and carers are provided with information when their children start at the setting. They are also given detailed feedback on how the children's day has been and what they have learnt

that day. Staff listen to suggestions from the parents and act upon their wishes. When the parents start they receive information regarding the Foundation Stage and how the setting works towards the early learning goals. Parents receive up dates on their child's development three times a year. Staff ensure they are aware of the stage of the child's development by carrying developmental checks that they share with the parents.

Organisation

The organisation is satisfactory.

Children are kept safe from non vetted staff as the manager and provider ensure they are not left alone with the children. Also the provider ensures all staff are qualified to NVQ Level 2 and 3. However staff are not actively encourage to undertake training with the local early years department which would further their development and knowledge in the early years field. During intervals in the day ratios are not always maintained that can lead to inconsistent care of the children. Also staff in the older children's room, due to the amount of children attending, is often left working alone having to call for help when needed can also affect the care of the children. Activities are appropriately organised as the staff make good use of the available space in the setting. Children are all familiar with the routine of the day as the staff organise the daily routine and stick to it.

The quality of leadership and management is satisfactory.

All children are making good progress across the six areas of learning in the Foundation Stage as the staff plan stimulating activities for the children. Staff receive support from an experienced manager who has concern for all children that are in her care. The provider does not encourage her staff to attend local training sessions that would benefit the staffs developmental as well as the children's. Staff attend regular meetings were they discuss the running of the nursery and to air any concerns they may have.

Over all the setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

This is the first inspection since registration.

Complaints since the last inspection

Since registration 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):

- ensure the garden is consistently set up for the children to access a range of resources which are age appropriate
- ensure detailed risk assessments are carried out
- ensure ratios are adhered to at all times
- ensure radiators are covered and cleaning products are put away out of the children's reach
- improve uncollected child policy

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 consistent use of the next steps to aid planning (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