

Mother Goose Nursery (upland)

Inspection report for early years provision

Unique Reference Number	107454
Inspection date	15 October 2007
Inspector	Michelle Smith
Setting Address	248 Upland Road, East Dulwich, London, SE22 0DN
Telephone number	020 8693 9429
E-mail	
Registered person	Mrs Krishnavi Brown & Mr Curtis Brown
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 satisfactory.

WHAT SORT OF SETTING IS IT?

The Mother Goose Nursery (Upland) has been open since 1989. It operates from a two storey terraced house, located in Dulwich. The nursery has sole use of the premises, which includes an enclosed area for outdoor play.

A maximum of 26 children may attend the nursery at any one time. The nursery serves the local community and is open Monday to Friday 08:00 to 18:00.

There are currently 43 children from the age of one year to five years on roll. There are three funded three year olds and four funded four year old. The nursery supports children who have learning difficulties and children for whom English is an additional language.

The nursery employs eight staff. The manager has an appropriate early years qualification. The nursery receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from daily opportunities to develop their physical skills through indoor and outdoor activities. Children run, skip and hop confidently. Children access wheeled toys and climbing apparatus, which develop their co-ordination and body control.

Children are developing good hygiene practice, as they are encouraged to wash their hands before meals and after using the bathroom. Older children take themselves to the bathroom and tend to their personal care needs; this means they are developing their independence. There is a sick children's policy and procedure in place. For instance, children with infectious illnesses are not permitted to attend. Therefore, children's health is protected. Staff have updated their knowledge in first aid and are able to administer first aid in the event of an emergency. This means children's wellbeing is safeguarded. There are systems in place for recording medication administered to children. There is a system for recording accidents and parents signatures are obtained.

Children have well balanced meals that include vegetables and fruits. For example, children enjoy meat and vegetable Shepherds pie for lunch. Children access drinking water with their meals. Younger children have access to drinks throughout the day. However, older children cannot easily help themselves to water throughout the day. Children benefit from a midmorning snack bar.

Staff have established close relationships with children, which contribute positively to the children's emotional wellbeing. Children are able to express themselves clearly. They enjoy and benefit from healthy relationships with their friends.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are secure in their learning environment. They move around confidently, as they can access the play areas freely. Children enjoy play materials that are age appropriate and meet their individual needs. However, some dressing up items and other play materials are not kept clean. Some good safety procedures are in place. For instance, children are not left unsupervised, including when they are resting. All safety equipment in place is in working order and serviced by the relevant services.

There is a verbal procedure for escorting children safely downstairs. However, on the day of the inspection children were escorted downstairs with insufficient staff and not in line with the nursery's procedure. Therefore, children's safety is sometimes compromised. Fire exits are clearly marked and are accessible. This means in the event of an emergency children can leave the building easily. However, the nursery staff have not conducted a fire drill since 3rd December 2006, so all children may not have practised the evacuation procedure.

There is a designated person in place to deal with child protection concerns. Staff are aware of the procedures to protect children. There is a child protection policy in place and staff have access to the 'What to do if your worried about a child being abused' document. This means children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the nursery; they arrive happy and settle quickly. This is due to the good relationships that they build with staff. The staff are sensitive and caring towards the children's individual needs. Children benefit from positive relationships built with others, through play and interaction with staff. Children enjoy and benefit from opportunities to access a range of different play experiences. They explore their surroundings, play co-operatively and enjoy being together. The staff use the Birth to three matters framework to promote younger children's learning.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a basic understanding of the Foundation Stage. They offer children a range of activities and play opportunities, which they enjoy. However, the nursery is in a process of re-organisation and some areas of the nursery are not organised. Children are able to make choices about their activities. Children enjoy being together, they play harmoniously and are beginning to understand the importance of taking turns. Staff understand the positive impact praise and encouragement have on children and they use this effectively to help children become confident learners and communicators. For example, children speak freely and are confident to ask questions. The staff question the children and encourage them to think and share their knowledge. Children are becoming effective communicators as they interact with others. For example, a child confidently told her friends that they needed to wait their turn, as she is reading a story to the group.

Children generally benefit from opportunities to develop their physical skills through planned outdoor activities. However, some children walk around looking for something to do and staff were not engaging them in the activities. Children enjoy opportunities to ride tricycles and use climbing equipment. This means children are developing an understanding of spatial awareness and their physical and co ordination skills. Children enjoy a range of different creative activities using different materials. For example, children enjoy painting activities using different colour paints with glitter. Younger children are developing an understanding of different textures, as they enjoy playing with corn flour. Children enjoy painting activities using a range of secondary colours, for example, metallic colours. Children can identify primary and secondary colours and confidently share their knowledge with their friends and others. Children enjoy outings to the farm, where they observe animals in their own environment. Children benefit from opportunities to explore Dulwich Woods, as they search for particular objects along the paths. Children are developing an understanding of nature in a fun and exciting way.

Children enjoy opportunities to dress up and take on different roles. Children are well behaved and play harmoniously with their friends. There is a wall chart of numbers and the children can identify numbers. For example, a child confidently identified 1-10. However, opportunities for children to develop in their mathematical thinking is limited, such as joining and assembling in two and three dimensions. Children can freely access reading materials. For example, a child sat in the book corner and read to herself, turning the pages of the book from right to left. Children are beginning to understand that print carries meaning. There are opportunities for children to write and draw freely. Children are beginning to write recognisable letters and are able to link letters to names. Staff encourage children's learning through play and they provide both staff led and free play activities, which children enjoy. However, there are missed opportunities for children's learning, through the disorganisation of the ground floor group room. Staff complete progress development reports on children. However, they do not always

record children's next steps of learning, this means gaps in children's learning is not clearly traceable. Children with learning difficulties are well integrated into the nursery and they work with a inclusion officer.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children enjoy mutually respectful relationships with the staff and each other. They develop positive self-esteem and confidence as they voice their opinions, make choices and decisions. Children are well behaved and they are beginning to understand the difference between right and wrong.

Children are beginning to develop a sense of belonging and self assurance through close relationships, built with others. For example, children are eager to play with their friends and ask them to join in with their chosen activity; a child asked 'who is coming on my bus'. Children move around the group confidently and take part in a range of activities. They play well with their friends and enjoy their company. Children access a range of play provision that reflects positive images of different cultures and disability. There are posters displayed throughout the setting of different cultures. Children interact and socialise with their peers and adults from diverse cultural backgrounds.

Partnership with parents is satisfactory. Parents are welcomed into the nursery and they participate in special events, such as sports day. Staff work very well with the parents of the children who have learning difficulties. Children with special needs and English as an additional language are integrated well within the group. Children benefit from the friendly relationships, built between parents and staff. Parents take an interest in their children's progress.

Organisation

The organisation is satisfactory.

There is a qualified manager in place and staff have many years experience in working with children. Children are cared for by staff who have been vetted to ensure they are suitable to work with children. Relevant policies and procedures contribute to the running of the setting and most required records are kept. There is a system for recording children's arrival and departure times. However, sometimes children are not signed in or out of the nursery.

The leadership and management is satisfactory. Staff work well together and are aware of their roles and responsibilities. All staff benefit from opportunities to access training and update their childcare knowledge. The nursery is developing systems for recording children's progress. However, children next steps of learning are not recorded consistently so gaps in learning are not clearly traceable. Curriculum planning is completed and the nursery has secured the support of the Local Authority Early Years Department, to identify and prioritise areas for improving the nursery provision. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The nursery has taken satisfactory action to make improvement in the areas identified at the last inspection. The heating system is thermostatically regulated and controlled by staff to ensure that the temperature is adequate for children sleeping on the ground floor of the premises. The nursery obtained more play materials for the younger children.

Complaints since the last inspection

Since 1 April 2004 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):

- make sure that older children can easily and independently access drinking water throughout the day
- make sure that staff are aware of and follow the safety procedures for escorting young children downstairs to the ground floor
- make sure the play materials are clean and presentable for children
- make sure the register of children's attendance always include the time of arrival and departure

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):

- provide more opportunities for children to develop their mathematical thinking, including joining and assembling in two and three dimensions
- make sure children consistently have opportunities to access play areas that are well organised and presentable
- provide opportunities for staff to develop their knowledge in the Foundation Stages
- make sure children's progress records consistently include the next steps for their learning

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