

# Floral Place Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	131687
<b>Inspection date</b>	21 January 2008
<b>Inspector</b>	Maxine Rose
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<b>Registered person</b>	Bright Horizons Family Solutions Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Floral Place Nursery is owned by an international company who manages nurseries throughout the country. It opened in 1991 and operates from the ground floor of a multi purpose building serving the local area. It is situated in the London borough of Islington. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18.30 for 50 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 48 children aged from three months to under five years on roll. Of these, nine receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of who speak English as an additional language.

The nursery employs six members of staff. Of these, four hold appropriate early years qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The children are provided with nutritious meals and regular opportunities for daily exercise. This helps to ensure the children remain healthy and strong. The children have access to fresh drinking water throughout the day to keep them hydrated and alert. The staff implement appropriate procedures in most areas to help ensure children remain healthy. For example children can receive basic medical care because the staff are trained in first aid, they record medication administered to children and there are arrangements in place to ensure they receive emergency medical care if required. There are some shortcomings in the procedure for managing infectious diseases. For example there are times when records do not clearly state how infectious diseases are controlled to reduce cross infection.

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

The provision is good.

The children are able to enjoy a range of activities and use the space for a variety of purposes. This is made possible because the resources are easily accessible and the premises are maintained to a good standard. There are practical procedures in place to ensure children are kept safe. For example the group conduct daily risk assessments, fire evacuations are completed appropriately and a daily record of children's attendance is maintained. The staff are trained in safeguarding children. They have clear procedures for processing concerns about child abuse. This helps to ensure children are protected from harm

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

The provision is good.

The children enjoy a range of fun and interesting activities that help them to make progress in all areas of their development. For example children under two years old can explore a variety of sensory equipment to develop their awareness of touch, sound, smell, vision and taste. The children have endless fun playing with musical instruments and textured books. Most activities are well presented on mats to encourage children's independence and mobility. The staff are trained in Birth to three matters. They have developed a warm relationship with the children and offer them good opportunities for one to one care. This develops the children's confidence and helps them to settle well.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The staff have received training in the Foundation Stage of learning. They provide some worthwhile activities that motivate children to learn. At times plans do not provide children with a balanced programme of activities. This is partly due to plans not being linked to the early learning areas and stepping stones. At times this results in children not being sufficiently challenged in some learning areas. The staff observe and assess children's activities but these assessments are not linked to the stepping stones. Also assessments are not being used to inform plans for the next stage of learning. Therefore it is not clear how well children are achieving and what support they will receive to help them make advance to the next stage of learning.

The children are developing confidence and independence as they make choices and select resources of the shelves to work in groups. They concentrate and persevere well to complete activities such as floor puzzles. The children are proud of their achievements. When they finish they say 'I did the puzzle'. The staff are on hand to praise the children for their efforts which motivates the children to learn. The children communicate clearly to express their ideas. For example children talk about their cat that is 'poorly' at home and the need to take the cat to the 'nurse'. Children enjoy using books. They listen attentively to stories being told and learn new words. Whilst children enjoy listening to stories these activities are not extended to introduce older children to sounds of letters and words to develop skills for reading. The children use a range of writing materials such as pencils and crayons for mark making. At times older children do not receive sufficient guidance on how to write their names making appropriate use of upper and lower case letters.

Children have access to a range of resources that enable them to recognise numbers and count. At times older children are not sufficiently challenged to count and use numbers for the purpose of problem solving and simple calculation.

The children are introduced to a variety of art and craft materials that enable them to express their ideas creatively. Displays show children create collage use card, tissue paper, paint and glitter. The children have fun learning about living things. They have the chance to feed and observe the growth of African snails.

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

The provision is good.

The children behave well. Routine activities such as feeding the African snails and sorting activities enable children to make a valuable contribution and thus develop their confidence and self esteem. There are a variety of toys available to enhance children's understanding of the wider world. For example children can choose from a selection of books, dolls and musical instruments that reflect positive images of diversity. In addition the children are introduced to words in different languages and they also celebrate different cultural festivities such as Chinese New Year. There are no children with learning difficulties and disabilities. The group have systems in place to ensure all children are included in the full range of activities.

Partnership with parents is satisfactory. Parents are kept informed about the setting in practical ways. For example a comprehensive handbook is available for all parents. The notice board clearly displays useful information about staff, children's menus and current policies and, procedures which includes details of how parent's can raise concerns. Parents and carers can exchange information with key staff about the progress children are making. At present there are no arrangements in place for parents to contribute to assessments for funded children. This does not ensure a consistent approach to children's learning is maintained. The staff have opportunities to receive training relevant to their work. They also receive support, advice and opportunities for training from the local early year's advisory team. The children's spiritual moral, social and cultural development is fostered.

### **Organisation**

The organisation is satisfactory.

The children have access to a sufficient amount of space which is organised well for them to enjoy a range of activities. For example activities are placed on floor mats and tables to enable children of all ages to make choices and, have easy access to toys. The group are in the process

of recruiting a manager in the meantime there are suitable arrangements in place to cover staff shortages. Almost all the staff are qualified to care for the children. The staff plan a range of activities that incorporate the Birth to three matters framework. This helps to ensure children make progress in all areas of their development. The staff are guided by a comprehensive set of policies and procedures. There are some shortcomings in the methods used for recording information relating to sick children. Also the method used to maintain information about accidents and medication does not fully ensure confidentiality is maintained or that information is easily accessible. The setting meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. The staff team work well together to organise some worthwhile activities for the children to enjoy. This motivates children to learn and introduces them to new experiences. The staff have received training in the Foundation Stage of learning but curriculum plans are not linked to the six areas of learning. This does not fully ensure children are provided with a balanced programme of activities. The group do observe, assess and evaluate learning achievements for some funded children. At present assessments are not used to inform curriculum plans. This limits the effectiveness of curriculum plans because it is unclear how the group will provide children with consistent support to enable them to advance to the next stage of learning.

### **Improvements since the last inspection**

Since the last inspection the group received one recommendation which was to inform Ofsted of serious accidents to a child and contagious diseases. The group now have clear procedures in place to ensure significant events are communicated to the regulatory department.

### **Complaints since the last inspection**

There are no complaints made to Ofsted since the last inspection. 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):

- ensure records relating to the management of sick children clearly state what action has been taken to reduce cross infection to other children
- ensure records relating to medication administered to children are easily accessible

- ensure records relating to accidents are maintained in a confidential manner

### **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 children are provided with a balanced programme of activities by developing curriculum plans that link clearly to the early learning goals
- ensure older children are sufficiently challenged in the area of mathematics by providing more opportunities for them to use numbers in practical ways such as counting, problem solving and simple calculations.
- provide older children with opportunities in the area of communication language and literacy to develop appropriate skills for reading and writing involving learning sounds of letters and words and learning how to write their names and simple words using upper and lower case letters
- help children to make progress towards the stepping stones by ensuring assessments are used to inform plans for the next stage of children's 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](http://www.ofsted.gov.uk)