

The Whitehouse Day Nursery

Inspection report for early years provision

Unique Reference Number	144729
Inspection date	04 December 2007
Inspector	Pamela Bailey
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Registered person	Sofie Ahmed
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 inadequate – notice of action to improve. The registered person does not meet 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 Whitehouse Day Nursery opened in 1991 and operates from two rooms situated on the ground floor of a detached house. A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from two to under five years on roll. Of these, fourteen children receive funding for early education.

The nursery employs four members of staff. Of these, three hold appropriate early years qualifications and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

There are no staff that hold a current first aid certificate to ensure that there is at least one member of staff with current first aid training on the premises at any one time. The first aid box is not sufficiently stocked because staff do not regularly check its contents against the list of contents and ensure that it is replenished as necessary. Staff gather all relevant information regarding children's health needs, obtain prior written permission from parents to seek emergency medical advice or treatment and ensure that the required documentation, such as accident and medication records, is maintained. However, they have overlooked the requirement to ensure that there is a clear written policy regarding the administration of medication.

Children benefit from nutritious meals that are cooked on the premises. Staff follow effective procedures for food storage and serving food safely such as monitoring temperatures. Although children receive drinks at meal times, fresh drinking water is not readily available for children to help themselves and staff do not encourage children to drink plenty, for example, after vigorous exercise or when children approach staff stating that they are hot.

Children learn the importance of good personal hygiene and self care skills through effective daily routines and activities. Staff monitor hand washing and children listen to stories about visiting the dentist and caring for teeth. Children participate in a range of physical activities that contributes to their good health, such as gardening, sports day and playing with hoops and balls.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's welfare is not safeguarded or promoted effectively. Staff have an insecure knowledge and understanding of child protection issues. Although they are aware of the need to report any concerns to the designated child protection person, they have insufficient understanding of the possible signs and symptoms of abuse or neglect. This hinders staff ability to quickly recognise when a child is in danger and act in their best interest. The registered person has overlooked the requirement to ensure that a written statement, based on the Local Safeguarding Children's Board procedures, which clearly states staff responsibilities with regard to the reporting of suspected child abuse or neglect and the procedures to be followed in the event of an allegation being made against a member of staff or volunteer, is in place. This is a breach of regulation.

Staff are not fully aware of the procedures to be followed in the event of a child being lost or a parent failing to collect a child. The written uncollected child procedure does not clearly state staff's responsibility when no contact can be made with parents. Furthermore, the registered person has overlooked the requirement to ensure that there is a clear written policy regarding the procedures to be followed in the event of a child being lost. This is a breach of regulation.

Children have easy access to an extensive range of toys and resources indoors which are age appropriate. However, the range of climbing equipment in the outdoor area does not offer sufficient challenge for older or more able children in order to further develop their balance and coordination.

Children are learning to keep themselves safe in some areas. Staff remind children of some basic ground rules, such as not running indoors and children and staff regularly practise the emergency evacuation procedures. However, staff have not agreed the exact fire meeting point which may put children and staff at risk. Children's safety during some whole group activities, such as music and movement, is not promoted effectively. Staff have not taken into consideration space limits and the different ages of the children. The poor organisation and lack of positive interaction has a negative impact on children's behaviour and enjoyment.

Staff carry out risk assessments both indoors and out. However, the systems in place are not sufficiently rigorous to ensure that potential risks and hazards are minimised and fire safety requirements are met. For example, the fire exits are not labelled. There are containers and a butler sink in the garden which have accumulated dirty water and are easily accessible to the children. The floor boards in the staff toilets are not safe. These are not secure in places and some have signs of wood rot. The children's toilets are divided by side panels which do not ensure that the dignity and privacy of children are respected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are interested in most of the activities available to them. They are developing a healthy interest in books and enjoy listening to stories. Children are eager to join in, relate stories to their own experiences and learn about the meaning of words through staff's expressive reading. Children's creative and imaginative development is encouraged through activities, such as art and craft, singing, role play and dressing up. Staff ask questions to develop children's language and to help them express their thoughts and feelings. They enjoy pretending to cook and serving foods in the home corner, dressing up as people who help us in the community and using information and communication technology, such as telephones, in their play. However, the lack of interaction in some whole group activities meant that younger children became bored and restless. Staff are beginning to link observations of children learning to the Birth to three matters framework, however, do not use the framework to plan a programme of worthwhile activities, nor are children's achievements evaluated. As a result, staff do not have a secure basis to move children on in their learning and ensure on going progress in children's learning and all round development.

The quality of teaching and learning is satisfactory.

Children are progressing at a steady pace. Staff encourage children to make choices by making toys and resources easily accessible. They listen and respond to what children say and question them appropriately most of the time. Staff make observations linked to the stepping stones in children's profiles. However, assessment records are not evaluated or used to plan the appropriate next steps in their learning to ensure that their learning and developmental needs are met in all areas. As a result, there are gaps in children's learning in aspects of mathematical development, physical development and creative development.

Children have good relationships with adults and relate well to each other. They are sociable, interested and involved in their play. They understand the need to take turns, and listen to others and are able to sit and concentrate well at story time. Children are becoming independent as they take care of their personal needs, such as dressing and undressing, visiting the toilet and washing their hands. Children speak confidently to their peers and adults. They talk openly about themselves and express their ideas and experiences well. Children enjoy books and spend time 'reading' and sharing books with their friends and staff. Children frequently attempt

writing during structured formal activities. However, they have less opportunity to write for different purposes during practical activities, such as in role play situations. They recognise their names and can point out letters in their names, such as on the inspector's laptop and form letters when using dough. Children have opportunities to sound letters and link letters to sounds.

Children are developing some practical problem solving methods, for example, when participating in puzzles and construction play. Many children confidently count beyond 14 and enjoy singing number rhymes, however, opportunities were missed for more able children to make comparison in different sizes or to say what is one more or one less. Children are developing their use of mathematical language through practical activities when matching and sorting. They create patterns and different shapes when using pegs and boards. Children learn about the world they live in through celebrations of different festivals. Topics, such as the lifecycle of a frog, and leaf rubbing help children to learn about the natural environment. They use computers and find out how things work, such as cameras and telephones during role play.

Children have opportunities to take part in physical activities both indoors and outdoors. However, there are too few opportunities for children to develop an awareness of space and others, explore movement and rhythm or to recognise changes that happen to their bodies when they are active, for example, when participating in music and movement.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about the world and become aware of differences through activities, celebrations of different festivals and a range of resources that promote positive images of culture, ethnicity and gender. However, none reflect disability. There are appropriate systems in place to support children who may have learning difficulties and/or disabilities, although none currently attend. Although the organisation of some large group activities sometimes have a negative impact on children's behaviour, children respond well to simple requests and the expectations of staff. Behaviour management strategies are appropriate most of the time and help children to understand right from wrong. This fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is satisfactory.

Children benefit from a two way sharing of information. Although parents are not aware of their child's key worker, there are both formal and informal systems in place for staff and parents to share information about children's individual needs and achievements. For example, parents are kept well informed about forthcoming events in the nursery and attend monthly meetings where they are able to discuss their children's progress and view their work. However, the children's records of achievement are not sufficiently evaluated to show a clear picture of progress over time.

Organisation

The organisation is inadequate.

The registered person was found to be in breach of the Conditions of Registration, for example, providing care for more than the registered maximum numbers of children. This is a breach of regulations.

Effective recruitment procedures ensure that staff are appropriately vetted and qualified. However, the lack of continual monitoring of the provision and assessment and development of staff means that staff are not clear in their roles and responsibilities to promote children's health, safety and welfare. Procedures are not sufficiently rigorous to ensure that staff are secure in the procedures for child protection, uncollected or lost children. All documentation required for the safe and effective management of the nursery is not in place. The registered person has overlooked the requirement to develop agreed procedures in the event of a child being lost, child protection and administration of medication. Staff have not considered the potential impact of these oversights on children's safety and well-being.

Leadership and management is satisfactory.

Most staff are appropriately qualified. They have satisfactory understanding of the Foundation Stage and children are achieving well in some areas. However, the assessment system is not used consistently and there is no formal planning system in place. Therefore staff are unable to show how they differentiate from younger and older children's learning and ensure that all children are extended and challenged. For example, planning experiences that increase children's physical skills and extend everyday activities and routines to enable more able children to take the next steps to increase their mathematical understanding. The lack of systematic monitoring of the teaching and learning means that staff are unaware of which areas require improvement.

Overall, the provision does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

The last inspection recommended that the nursery should improve documentation, introduce a key worker system and improve partnership with parents. The nursery has made some improvements. Parents receive regular information about their children's progress, however, are unable to identify their child's key worker. The child protection policy has not been updated in line with current legislation. This does not promote children's welfare.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to National Standard 2: Organisation, regarding staff ratios and National Standard 7: Health, regarding the frequency of child illness due to cross infection. We asked the provider to investigate the concerns raised in July 2006. From the information provided, Ofsted was satisfied and the provider remained qualified for registration at the time the investigation was closed.

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, the registered person **must** take the following actions:

- revise the uncollected child policy to ensure staff are aware of the procedures to be followed when no contact can be made with parents or carers. Devise and implement a policy of the procedures to be followed in the event of a child being lost and make sure staff are aware of it
- improve the children's toilet facilities to ensure that the dignity and privacy of children are respected
- assess the risks to children and adults in relation to the outdoor area, staff toilet facilities and fire safety and take action to minimise these
- make sure enough staff are trained in first aid to ensure that at least one member of staff with a current first aid certificate is on the premises or on outings at any one time
- devise and implement a policy about the administration of medication and make sure parents are made aware of it
- make sure that the first aid box is sufficiently stocked, regularly checked and replenished as necessary
- ensure that the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB) and develop staff's knowledge and understanding of child protection issues
- make sure that all records are accurately maintained and all policies and procedures are readily accessible and available for inspection at all times

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 assessments to provide a clearer picture of children's progress over time and their next steps in learning and develop a planning system that ensures that each child's learning and developmental needs are met (also applies to care)
- introduce a system to monitor the quality of teaching and learning so that areas for improvement are identified and quickly addressed

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