

Zoom Nurseries

Inspection report for early years provision

Unique Reference Number	EY231736
Inspection date	23 October 2007
Inspector	Silvia Richardson
Setting Address	Maythorne Cottages, Nightingale Grove, London, SE13 6HE
Telephone number	020 8318 1133
E-mail	
Registered person	Zoom Nurseries
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 good. 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?

Zoom Nurseries, Maythorne Cottages was registered in 2003 and is one of a chain of three nurseries. It operates from a two storey building conversion and has use of an enclosed outside play area. It is situated close to Hither Green Rail Station and serves the local area. The Nursery opens five days a week all year round. Sessions are from 07:45 to 18:30.

The nursery is registered to provide full day care for 74 children from one to five years. There are currently 96 children from one year to under five years on roll. This includes 39 funded three and four year olds. Children attend for a variety of sessions. The setting supports children with

learning difficulties and/or disabilities, and children who speak English as an additional language.

There are 19 staff working with the children. More than half the staff, including the manager, have early years qualifications to NVQ level 2 or 3. The nursery has regular support from a special educational needs coordinator (SENCO). Staff have access to training courses and support services run by Lewisham Early Years and the Lewisham Early Years Advice and Resource Network (LEARN).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in and have use of clean and hygienically maintained rooms and facilities, promoting their welfare. Thorough cleaning routines are helping to minimise the risk of spread of infection. Colour coded cloths, the wearing of protective clothing for nappy changing and food handling and the exclusion of sick children, are helping towards prevention of cross contamination, promoting the health of children in the setting. Record keeping supports good practice, including written details of any accidents or incidents that may occur, so parents are kept well informed. Children's dietary needs are well documented. Procedures are in place to support the identification of children with food allergies or sensitivities, ensuring their needs are appropriately met.

Children are well nourished. They are offered a good range and balance of nutritious meals and snacks, including plenty of fresh fruit. Drinks are offered at regular intervals, so that children are well hydrated. Children's knowledge and understanding of foods which are beneficial to their health is limited. This is because adults are not consistently talking to children, especially during meal and snack times, about healthy eating. Children are encouraged to wash their hands after using the toilet and have some understanding of how germs are spread. However, children are not adopting good personal hygiene habits, because of inconsistencies with hand washing routines, prior to handling food.

Children have some excellent opportunities to enjoy fresh air and exercise, as outside play is scheduled every day. They use a range of equipment, helping them to develop balance and co-ordination. Children run, jump, hop and pedal with some control. They are developing physical skills and competence with bats, balls and hoops through guidance and support. Children enjoy active play outside because adults are beginning to plan appropriately and arrange resources effectively. However, there is little discussion with children about the importance of staying healthy, the changes to their bodies when they are active and the benefits of exercise to their health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and move around safely in the setting because adults are vigilant and supervise children very well. Chairs are tucked in under tables and toys picked up off the floor, avoiding tripping hazards. Children form orderly lines and are encouraged to walk carefully, especially on the stairs, helping them to stay safe. Some good safety measures are in place such as protective covers fitted to electric sockets and gates and barriers fitted in various locations, making areas inaccessible to children as appropriate. Adults will often talk to children about potential dangers, so that they can help children stay safe; such as holding the handrail coming down the stairs and not tipping or standing on chairs. Discussion is not always extended with clear reasons or explanations for safety rules; so children's awareness of safety issues and how they can help maintain a safe environment is not fully developed.

Children are secure in the setting because good procedures, for ensuring authorised access only, are in place, including use of CCTV. Fire safety precautions are helping children to stay safe including, fire exits which are clearly marked and evacuation procedures practised on a regular basis, so that adults and children know what to do in an emergency. Children are kept

safe and protected, should safe-guarding concerns arise, as adults are trained in child protection procedures, follow written guidelines and know how to make an appropriate referral. Good use is made of risk assessment, helping children to stay safe on the premises and outside in the garden. Damaged or broken play equipment is removed from use and resources in the children's play rooms are well arranged, so that children can reach them safely.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the setting because adults are very well deployed, so that children receive plenty of attention, help and support with their activities. Children enjoy playing with toys and materials because adults sit with them and talk to them, about what they are making and doing. Children take pride in their achievements because adults praise them, helping them to feel good about themselves. Toddlers access a variety of interesting resources, which are well arranged and sorted into sets, so that they can easily identify and select items of their choosing. Group play activities are generally well managed, so that all children are included and able to participate, such as story and singing sessions.

Children are secure and confident because adults are warm and caring in their approach to children. Children play well together and are friendly and co-operative. Adults are readily available to children to support and reassure them as they develop social skills. On the whole care, learning and play routines are child centred and focus well on the needs of children. This is because key workers are assigned to individual children. Which helps children to enjoy a sense of belonging and adults a sense of ownership and responsibility for children's development and progress. This approach is less effective with care tasks, such as nappy changing routines, which are managed on a rota basis reducing the quality of personal care through task orientated arrangements.

Nursery education.

The quality of teaching and learning is good.

Strong leadership and management ensures adults delivering the early years curriculum, plan and provide a broad range of activities across the six areas of learning. Children's starting points and targets are clearly recorded, link well with planning and help children make good progress. The environment is well arranged. Children are confident and independent in selecting and using resources, so that they practise and acquire skills. Activities interest children because they are attractively presented and encourage spontaneous exploration and discovery. Children are becoming focussed because adults generally engage them well. Children's concentration wanes at times as some children are noisy; adults are not fully assisting children to develop a conscious awareness of others playing and learning around them.

Children behave very well, play co-operatively and share resources because adults sit with children during group play, supporting and encouraging social skills. Adults talk to children about what they are doing and ask questions to make them think, helping develop language, concepts and ideas. Children enjoy conversation with adults, although discussion is not fully extended to answer children's questions, to encourage them to think creatively and express their thoughts and ideas, specifically during story and meal times. There are some missed opportunities through the course of children's routines, to help them learn about how they can be healthy and stay safe in a range of different situations. Children are acquiring a good

general knowledge and understanding of the world, through taking part in a range of practical activities, such as growing bulbs and celebrating different religious and cultural festivals.

Children enjoy many opportunities for writing for different purposes, both inside and outside, such as using chalks and chalk boards and a range of writing materials for mark-making on paper, card and envelopes. Children see written words and labels all around them, helping them to understand that words carry meaning. There is a cosy and comfortable book and reading area, encouraging children to choose books freely. Adults sit with children and help them develop a love of books and stories for pleasure and reference. Children enjoy counting and calculating, adding and deducting, using a wide range of resources. Adults provide language for maths and discuss concepts such as heavy and light and the properties of dry, solid and loose materials, such as sand. Children are creative with malleable materials and use glue and a range of tools successfully, such as scissors and brushes. Children's pictures and art work show a good sense of composition. Children access and use competently a keyboard & mouse, as opportunities are scheduled for them to make regular use of information and communication technology.

Helping children make a positive contribution

The provision is good.

Children enjoy a real sense of belonging because they are made very welcome. They feel secure and cared for in key groups with key workers. These arrangements help adults focus on children as individuals, addressing and meeting their specific needs. Key workers monitor and assess children's welfare on a daily basis and record this information for parents, keeping them well informed. Children's developmental milestones and attainments are observed and recorded and targets for next steps agreed with parents, helping children to make good progress. Transition to the next base room and age/ability group is also discussed and agreed with parents; helping to make the right decisions at the right time for individual children, promoting their welfare.

Inclusion is positively promoted, so that children with learning difficulties and/or disabilities, and children for whom English is an additional language, integrate successfully. The setting seeks advice and support from a special educational needs co-ordinator, so that children's needs are clearly defined, understood and met appropriately, using individual development plans. The setting is developing the use of picture exchange cards (PECS) to assist children with their communication skills. The setting reflects diversity and portrays positive images of differences, so that children feel good about themselves. Children engage in role-play, look at books and take part in a variety of practical activities, supporting their understanding and respect for different customs and festivals.

Children behave in desirable and acceptable ways because positive behaviour is encouraged through praise and compliments. Children are polite, kind, share and take turns well because adults provide good role models for children. Social skills are actively encouraged throughout the day, so children learn to behave appropriately; although their awareness of others around them and their responsibility for things, such as not leaving paper towels on the floor or reporting wet spills, is underdeveloped. This tends to be because adults are not fully aware of how to help children become aware, particularly through discussion, in how they can make a positive contribution to the setting. Children do help well with tidying away toys, sweeping up sand and wiping tables, helping them to begin to develop a sense of responsibility for their environment. Overall, children's spiritual, moral, social and cultural development is fostered.

The quality of partnership with parents and carers is good.

Partnerships with parents and carers are well established, so that they feel reassured and consulted about their children's welfare, care and learning in the setting. They receive some helpful information about the nursery, the Foundation stage and six areas of learning, so that they know and understand the kinds of activities their children take part in and why. Parents and carers receive information in a variety of ways. This includes letters, newsletters, leaflets and displays within the nursery, so that they are kept well informed. Regular progress reports are compiled and shared with parents. There are also opportunities to meet with key workers, to discuss children's progress and next steps in their learning. Key workers are available each day to talk with parents and carers and share information about changes and current needs. Parents and carers views and opinions are actively sought. So that through partnerships a clear picture is built up of how well children are doing and getting along, both in the setting and at home. Parents and carers are encouraged to become involved in activities and to accompany children on day trips and outings to places of interest, supporting children's welfare and learning in the wider community.

Organisation

The organisation is good.

Adults are properly vetted ensuring they are suitable to look after children. A good ratio of qualified staff and assistants are employed, so that children receive good levels of support and supervision. Many staff have additional training in first aid, safe-guarding children, learning needs and equal opportunities, so that they respond appropriately to children's needs in a range of different situations. Appropriate records, policies and procedures are in place, ensuring the safe and efficient management of the setting. These are implemented effectively, so that the welfare, care and learning of the children are actively promoted. The operational plan is effective in ensuring children enjoy care and learning experiences with familiar adults in familiar settings; helping them to settle, feel secure and develop a sense of belonging. Group rooms are well organised, so that children have safe and easy access to a good range and variety of resources and learning activities. Care routines for the most part are child centred and address individual needs; although some are rather more task orientated to facilitate staff's management, such as nappy changing. Overall, the setting meets the needs of the range of children for whom it provides.

The quality of leadership and management is good.

Leadership and management of the setting is strong and actively supports good care practice in the setting. Management monitors and evaluates the delivery of the Early years curriculum, effectively identifying strengths and areas for improvement. These are clearly recorded together with an action plan, so that the quality and standard of education ensures children make good progress towards the Early learning goals. Management is committed to promoting an inclusive environment, in which every child matters, so that children thrive in the setting. The nursery leader gets to know the adults working with the children very well, so that they are appropriately trained and supported. There is a strong focus on children's happiness and emotional welfare, so that they are able to make the most of the learning opportunities available to them. Adults work well as a team and are motivated by sense of ownership and responsibility for key groups of children. The nursery manager is effective in observing and monitoring adults, so that they provide good standards of care and education.

Improvements since the last inspection

Since the last care inspection, the provider ensures that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. The range of free-play activities available to children, role-play equipment, small life toys and construction materials have been extended, affording children more variety and choice. Fire safety precautions have been improved by fitting a smoke alarm to the under stairs cupboard, where large quantities of paper are stored. Written permission is requested from parents for seeking emergency medical advice or treatment and the first aid box and its contents comply with Health and Safety (First Aid) Regulations.

Since the last nursery education inspection, the provider has increased opportunities for children to experience activities which develop skills in calculation and increased planned opportunities for children to link sounds and letters. Record keeping and planning systems have been improved, ensuring that individual learning needs are being met.

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 good. 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 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):

- help children adopt good personal hygiene habits through hand washing routines prior to handling food
- promote children's welfare, ensuring care routines are child centred

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):

- develop children's knowledge and understanding of food and nutrition and their awareness of the importance of staying healthy, helping them to recognise the changes to their bodies when they are active and the benefits of exercise to their health

- develop children's personal and social skills in their awareness of others around them and their responsibility for themselves and their actions; and create opportunities for children to think creatively and express their thoughts and ideas during story times

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