

Valentines Nursery

Inspection report for early years provision

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| Unique Reference Number | EY253566 |
| Inspection date | 14 December 2007 |
| Inspector | Rufia Uddin |
| Setting Address | 2 Ingleby Road, Ilford, Essex, IG1 4RY |
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| Registered person | WhizzKids UK Limited |
| 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?

Valentines Nursery opened in 2003, it is situated within a residential area near to Ilford town centre in the London borough of Redbridge, and is close to Valentines park. The nursery is a private day care setting and is registered for 32 children aged under five years. It was part of the Local Authority's Neighbourhood Nursery initiative and is now a designated Children's Centre.

There is also a compact, secure outside play area. The nursery is open from 08:00 to 18:00 Monday to Friday. It does not provide overnight care.

There are currently 34 children on roll aged under five, of these 14 receive funding for nursery education. The nursery welcomes children with learning difficulties or disabilities, though none currently attend.

The nursery employs ten members of staff and all of them hold suitable qualifications. One of the managers is currently undertaking Early Years Professional Status Training. The Nursery receives support from the Early Years Pedagogy Advisory Team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well maintained because the staff implement effective health and hygiene policies to ensure the risk of cross infection is minimised; for example, they change into indoor shoes when they enter into the babies room, and staff wear disposable gloves when changing children's nappies. Written information is obtained from parents regarding children's medical history, allergies and special dietary requirements ensuring their individual needs are fully met. All the staff have relevant up to date first aid training and deal with accidents appropriately ensuring children remain healthy. Children can expect to be treated appropriately in an emergency situation. Accident records are appropriately completed, with parent's signatures, and confidentiality is maintained. Staff are aware of children's individual health needs, parents give signed permission regarding the administration of medication which is clearly recorded and countersigned by staff, although the entries are not countersigned by parents.

Children benefit from a healthy diet. They have balanced and nutritious meals and snacks, which are made with fresh ingredients. These comply with all special dietary requirements and preferences to ensure children remain healthy. Children are offered drinks throughout the day. Children enjoy mealtimes as a sociable occasion. They sit together when eating their meals and happily chat. These times present opportunities for them to extend their social and emotional development. They sit comfortably and are learning how to feed themselves, to promote their independence. Children are learning about healthy eating through meal and snack-time discussion. Staff have a good awareness of healthy food safety practices; for example, they all wash their hands before snack-time, and they ensure that effective food handling and hygiene arrangements are maintained, and therefore help children to remain healthy.

Children have regular opportunities to access fresh air and their physical skills are supported through playing outdoors. They use a selection of equipment encouraging them to climb, run and jump, contributing to promoting their physical development. Staff support children to use the equipment. Children enjoy using wheeled toys such as scooters and tricycles which help them to develop their coordination and also play with balls and hoops. Children enjoy the physical activities and learn how to take care of the bodies outside. They recognise the need to wear coats and hats showing developing independence. They also have timetabled opportunities for quiet activities and rests, for example, story-time, music-time and quiet tabletop activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a safe, secure, child centred environment. Their play space is well organised to provide an inviting learning environment; for example, children benefit from bright interesting displays. Children arrive happily and are greeted warmly by the staff. Children who are new to the setting quickly develop their confidence as they are well supported by the effective settling in procedure. Children have good opportunities to freely choose from a broad range of toys and resources that are stored accessibly at child height. As a result, they are learning to make choices and are gaining confidence and independence. Children also enjoy using the enclosed outdoor play area which is used to provide a safe, stimulating learning environment.

Security is good at the front door, where there are security cameras all around the inside and outside of the building, including the garden. Visitors are identified on entering the building and asked to sign the visitors' book. Appropriate fire fighting equipment is present and children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency. Detailed formal and informal daily risk assessments of all areas ensure potential hazards are removed, and effective systems for the collection and non-collection of children contribute to ensuring children's safety remains a priority at all times.

Staff have a clear understanding of their role and responsibility if there are any concerns about a child's welfare. The nominated child protection co-ordinator attends regular training. Students and new members of staff understand the policy and procedures and are aware of their responsibility to pass any concerns on to a senior staff member. There is a statement in place regarding the action to be taken if an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They arrive happy and confident and quickly settle, making their own choices about their play. Staff working with the younger children are following the Birth to three matters framework to support their planning. The framework is used to guide staff in providing activities for children, whilst supporting their development and learning. The daily routine throughout the nursery includes time for free play and some focussed, adult-led activities.

Children begin to develop their self care skills as they wash their hands themselves, dry them and put the paper towels in the bin. They are becoming competent learners as they self-select activities, such as books, drawing & construction play, helping to increase their skills. They enjoy opportunities to express imagination through role-play and experience a range of media and materials which stimulate their senses such as sand, water and foam. Children's communication skills are developed by staff echoing sounds and interpreting meaning to children's words. Most children enjoy playing as part of the large group, for example, when participating in group storytelling and dancing and singing sessions. Those children whose needs are such that they prefer closer contact with one practitioner are also accommodated. Children are given lots of cuddles, comfortably sit on laps, and have positive relationships with their key workers. Children routinely receive praise, for example, when completing a puzzle, which enhances their self esteem and confidence. There are good settling procedures for those children moving on to the next stage in their care.

Nursery Education

The quality of teaching and learning is good. Children make good individual progress in their learning because teaching is rooted in a secure knowledge of the Foundation Stage and staff have a good understanding of how children learn most effectively and progress. Daily focused activity plans cover six areas of learning, which ensure children make progress towards the early learning goals. Children's achievements are recorded. Focused activities are carried out with them and evaluation records are maintained, which means staff are promoting children's learning. Assessment is thorough and the information gained used effectively to guide planning. The nursery uses a key-worker system and the key-workers put together the observations, samples of work and photographs to keep children's individual files up to date. They then transfer this information to the children's record of achievement.

Children's personal, social and emotional development is very good. Children are interested, excited and motivated to learn. They enjoy exploring the range of interesting learning opportunities available to them, such as painting, water play, music, role-play and other creative opportunities. They are kind and helpful towards each other and behave very well. They relate well to staff, adults and peers and talk freely about their home and community.

Children's early reading and writing skills are promoted as they practise name recognition using the name cards and attempt to label their own work. Children are beginning to link sounds and letters and are supported by staff who use phonics in a natural manner. Children handle books carefully and know that books can be accessed for factual information as well as stories. They enjoy books and listen enthusiastically to stories. Staff use good questioning techniques, such as asking open ended questions to encourage the children's thought processes and developing language. They sit in the book corner and look at books; they hold them the right way up and turn the pages carefully. Children are confident speakers because staff listen to them and value what they say and question them appropriately.

Children have independent access to explore a wide range of media and materials, including dough, sand, water and paint and select objects and textures to explore with paint. Children enjoy using glitter, glue and collage materials and use these freely to decorate pre-cut shapes. Children enjoy using their senses to explore the good range of resources and equipment and enjoy exploring sound and rhythm using a range of instruments

Children have opportunities to play with a variety of constructional materials, small world toys, musical instruments, water and sand. Children take part in themes to celebrate cultural and religious festivals. Children are beginning to develop an understanding of similarities, differences and change. Children skilfully use computers and remote control toys helping them develop their understanding of technology as well as helping their physical coordination and concentration skills. Children speak about past and present events in their own lives and have daily access to a wide range of resources to support their learning about different cultures and beliefs.

Children are developing good hand-eye co-ordination through the regular opportunities they have to use tools and equipment. Staff value children's creativity and encourage them to express themselves imaginatively. This enables them to make connections between one area of learning and another. They enjoy making sensory bottles by mixing paints, glitters and colours, making play dough and acting out stories and life experiences in the home corner and role play areas. Children enjoy using musical instruments and singing.

Children have daily access to a wide range of large and small play equipment and a number of activities which encourage their physical development. They are learning to move around confidently, both indoors and out. Most demonstrate good spatial awareness and control their body movements well whilst walking, running and negotiating obstacles. Children use tunnels and the playhouse to show awareness of space, themselves, and others, and how their bodies work, and use a wide range of tools and equipment to develop fine motor skills. However, a greater range of large equipment such as climbing frames and swings would allow more opportunities for children to practice and refine climbing and balancing skills.

Children have access to a range of mathematical resources enabling them to develop concepts of size, weight and measurement, for example they can freely access measuring scales, tapes, shapes, and magnetic numbers. Children show an interest in numbers and counting and more

able children use names and number language spontaneously during their play. Children can count to ten, and more able children can count confidently beyond twenty. However, learning opportunities are sometimes missed by not making use of routine activities. For example, children could be encouraged to compare plates and other things required during lunch time with the amount of children present to enable them to practise mathematical skills such as counting and comparing.

Helping children make a positive contribution

The provision is outstanding.

Effective communication takes place with parents, which helps children to receive continuity and consistency in their care. Parents are actively welcomed in to the nursery to observe their child and communicate with the staff. Parents are very happy with the care received and state that they feel welcome in the setting. They receive an informative prospectus and regular newsletters giving them helpful information about the service provided. Parents appreciate the effective key-worker system, and the support given to settle their children which helps parent and child to separate sensitively. Parents are encouraged to use the web camera to find out how their children are settling and what their children are learning. The use of daily record books, daily informal discussion and the Home-Nursery Learning Scheme ensures the parent's role as their child's first educator is valued. Parents are encouraged to share information about their child's learning in the home. Children increase their awareness of their own and differing cultures through planned activities such as celebrating Eid, Diwali and Christmas. The environment portrays positive images of social diversity including written texts in different languages. They access resources such as dressing up clothes, music, posters and books that show positive images of culture, ethnicity, gender and disability. Children enjoy learning about the local community through outings and invited visitors such as a dentist and a paramedic.

Appropriate systems are in place to welcome children with learning difficulties and/or disabilities and children learning English as an additional language. Staff work closely with parents and use key words in their first language to help children settle. The Special Educational Needs Co-ordinator attends regular training to ensure her knowledge is current.

Children play and behave well. The routines of the day encourage them to share, take turns and consider the needs of others. This positive approach fosters children's spiritual, moral, social and cultural development. Staff act as positive role models and children learn to understand right and wrong through consistent boundaries, praise and age appropriate management of behaviour. Children begin to learn to share and take turns, and say goodbye when their parent leaves.

The partnership with parents is outstanding, parents are extremely well informed about the nursery. They receive detailed information about the nursery through a detailed prospectus and procedures. This includes details about the aims of the group, staffing, routines, and the key worker system. It includes written information about the Foundation Stage Curriculum and the six areas of learning. Parents are well informed about the nursery through daily verbal communication and through a written report which is offered twice a year. The 'record of achievement' has received praise from a Foundation Stage Regional Advisor and may exemplify standards to be developed nationally. Children's learning is supported at home because parents have access to a Story Sacks Scheme, which encourages parental involvement in the development of the children early literacy skills, as well as a Home-Nursery Learning Scheme that encourages parents to engage in learning through play with the use of activity bags including carefully selected resources such as musical instruments, puzzles, wooden train sets, magnetic blocks

and games. The nursery invites parents to share their expertise and help out in sessions, for example by teaching children about Indian dancing and by teaching them to make henna patterns on their hands.

Organisation

The organisation is good.

Children are cared for in a well organised environment. They benefit as staff hold secure knowledge of the Birth to three matters and the Foundation Stage Curriculum. They work together effectively as a team. They have a clear understanding of their roles and responsibilities. All staff have relevant qualifications in childcare and participate in a range of in relevant courses. Children's individual needs are well met through the number of staff deployed and induction training ensures staff understand the policies and procedures so they can contribute to the safety and welfare of the children.

The quality of leadership and management is good. Staff are well supported and good policies and procedures effectively underpin the work of the nursery. The nursery is working towards a Quilt (quality in learning and teaching) qualification. The managers lead the well motivated staff by example to provide good quality care and education for the children. Management recognises the strengths within the group and areas for development, for example to continue to develop the use of outdoor play. Effective recruitment and vetting procedures, on-going staff meetings, appraisals and training ensure that children are well protected and are cared for by staff who are clear about their individual roles. This results in a happy, committed staff team who work well together. The nursery has clear aims and objectives. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

In the last inspection a number of recommendations were made. The nursery was asked to ensure that children have access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice, to ensure that confidentiality is maintained at all times when recording accidents or incidents, and to ensure that there is adequate ventilation in base rooms and to take steps to protect children from the glare of the sun. The nursery was also asked to ensure that more self selection resources and play materials were available in the downstairs rooms, that procedures be reviewed regarding toilets and baby rooms to ensure good hygiene practices, to inform parents of procedures to follow should they wish to make a complaint about the service provided and to make sure parents are fully aware of the nursery policies and procedures and how they are implemented.

To promote equality of opportunity and anti-discriminatory practice there is now a welcome poster at the entrance in a range of languages, and there are multi-cultural resources, such as dressing up clothes and books. A range of festivals are acknowledged through the year and there are resources depicting disability with a range of positive images presented. A range of activities now take place to teach children about the wider world.

Accident records are kept in such a way that confidentiality is maintained, records are appropriately completed, with parent's signatures. Records of previous accidents cannot be read by the next parent to sign accident record book.

Blinds were are put up to stop the glare of the sun and there are thermometers in the room to help control the room temperatures.

The group has developed a written complaint's policy and procedure for parents that includes the regulator's name, address and telephone number and a system to log complaints. There are good policies and procedures in place to support staff, children and parents in all aspect of care and education. Written policies and procedures have been developed relating to lost children.

Shelving units have been introduced to ensure that resources are accessible to children.

The procedures have been reviewed regarding the washing and drying of hands in toilets. Paper towels are used instead of a hand towels. A numbering system for the sleeping bags the babies use has been introduced to ensure good hygiene practice. This all helps to promote children's wellbeing.

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 complaint 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:

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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):

- ensure that records of the administration of medication are countersigned by parents

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):

- continue to make greater use of everyday routines to promote counting and comparing skills, and increase opportunities for children to develop climbing and balancing skills
- continue to monitor and evaluate the quality of teaching (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