

# Noddy's Nursery (Gwendolen Ave)

Inspection report for early years provision

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<b>Unique Reference Number</b>	123151
<b>Inspection date</b>	30 October 2007
<b>Inspector</b>	Linda Close
<b>Setting Address</b>	2 Gwendolen Avenue, Putney, London, SW15 6EH
<b>Telephone number</b>	020 8785 9191 or 0208 788 4081
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<b>Registered person</b>	Sarah & William Edwards
<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 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?

Noddy's Day Nursery is a full day care provision. It is open every weekday from 08:00 to 18:30 for 51 weeks of the year. The nursery is one of two registered nurseries. The local authority is Wandsworth.

There are currently 78 children on roll and 47 were present at the time of this inspection. There are 16 three and four year old children who are in receipt of Nursery Education Grant. None of the children attending have learning difficulties. A small number of children are learning English as an additional language. There are 20 staff at the nursery including the manager and her deputy, 18 of whom are full-time and two members of staff are part-time workers. There are three additional specialist teachers who visit the setting each week to give lessons in dance, music, drama and French. The majority of the staff are appropriately qualified and a small number of trainees are working towards relevant qualifications.

The nursery operates from a house located in a residential road in the Putney area of southwest London. The nursery accommodation includes five group rooms set out over two floors. In addition there is a staff room, a kitchen and an outdoor play area. A studio room on the lower

ground floor is used as a dining room and for dance, drama and other energetic activities. The nursery combines aspects of the Montessori approach to education with a range of traditional play activities.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for appropriately if they have an accident or are unwell at the nursery because there are always staff present who have attended relevant first aid training. Children are not exposed to the unnecessary spread of infection because parents know they must keep children at home if they are unwell. Parents are notified if there are any cases of infectious diseases in the nursery. Babies and toddlers are comfortable throughout the day because staff change their nappies at regular intervals with extra changes if there is a need. Nappy change procedures are carried out with good attention to hygiene. Children's individual needs in relation to health are well met. Staff are well informed and they care for the children calmly, efficiently and with kindness. Children have disposable cloths for wiping sticky faces and fingers which helps to prevent cross-infection. However, babies and older children sometimes eat snacks without washing or wiping their hands and consequently their learning about good routines for personal hygiene is inconsistent.

Formula feeds for babies are made up in clean surroundings. Healthy meals are cooked on the premises every day using fresh ingredients. The cook and all members of staff are aware of children's allergies and they ensure that all children have suitable foods. Meals for babies are nourishing and imaginative. Meals for older children are tasty and carefully planned to provide a balanced and varied diet. Platters of a wide range of fresh fruits are often served for dessert and the children eat with enjoyment. Fresh drinking water is available for the children at all times. Older children eat together in the studio and they enjoy talking and laughing together at meal times. Staff ensure that the children eat at clean tables although the dining chairs are not kept clean.

Children use the outdoor area for energetic play every day unless it is raining heavily. They have free access to a large and very unusual pirate ship structure which they use for climbing, scrambling and imaginative play. They also play on a large wooden train although this was cordoned off for refurbishment at the time of this inspection. The impact absorbing surface of the outdoor area cushions children's falls. They play lively games with the staff and each other.

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

The provision is good.

Children are cared for in a very secure setting. Strangers could not enter unnoticed nor children leave unaccompanied. The children's rooms are light and kept at a pleasant temperature. Covered radiators prevent children from accidental burns. There is sufficient space for children to play and rest in comfort in the setting. A separate cot room allows the youngest children to rest peacefully and staff watch over them on a monitor and by checking on them at regular intervals. A studio room is used for dance, drama, gym and music lessons and there is ample space for children to enjoy these activities to the full.

The nursery has a good range of toys and resources which meet the needs of the children attending. Staff in the baby rooms follow a strict cleaning rota to ensure that the toys are kept

clean and hygienic. Staff in other rooms also keep their toys and resources clean. The children's rooms are cleaned daily and a team of maintenance staff carry out routine repairs to keep the indoor and outdoor areas in good condition.

Good standards of safety are maintained for the children. Risk assessments are carried out to enable staff to identify and remove any hazards to children. Gates are strategically placed on the stairs to prevent accidents. Gates in the outdoor area keep children away from areas that are out of bounds for safety reasons. Smoke alarms and fire exit signs are all in place and the children practise emergency evacuation on a regular basis so that they become accustomed to the routine and the sound of the fire alarm.

Children are safeguarded in relation to child protection issues because senior staff are well informed. They take steps to keep up to date with current practice and they cascade their learning to the rest of the staff. All staff know to report any concerns to senior staff without delay and they are aware of the signs and symptoms to note that suggest ill-treatment.

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

The provision is good.

Children and their parents are warmly welcomed into the nursery. Children and parents go right into the nursery rooms to greet the staff and exchange news. Separate rooms for the different age groups means that babies have a safe, peaceful haven to play and rest. No outdoor shoes are worn in the baby rooms which ensures a clean floor surface for play. Children go to their own key worker for play and cuddles. They respond well to the staff who are calm, attentive and fully engaged in playing and caring for the children. Babies enjoy sensory play and they explore their toys with interest. They happily make noises with musical instruments. The babies enjoy each other's company. Two crawling babies were observed laughing at one another when they met in the middle of a small tunnel. Low chairs are placed in a circle for snack time so that the babies can enjoy the social aspect of eating together.

Children move into the older group rooms at the age of 18 months. Staff select a good range of activities for them from a list in the topic planner. Children were observed playing quietly but happily with small world toys. They also explore the properties of dry sand and handle a collection of sea shells which they discuss with the staff. Children take a keen interest in the story books that they share with the staff. Regular written observations of children are made and their progress is noted in terms of the Birth to three matters framework. However, there is no clear link shown between what the children need to do next and the activities that are planned and presented to them. Some of the older groups of children benefit from being cared for by particularly lively, dynamic staff. There is a lot of laughter and movement in these rooms and the children join in singing and movement activities with enthusiasm. The colourful displays of children's art work make the nursery rooms attractive. The children take part in weekly dance, music and drama sessions with visiting specialist teachers. French lessons are also provided as well as gym sessions in the studio.

### **Nursery Education**

The quality of teaching and learning is good. Children are very willing and helpful at tidy up time. A special helper is chosen every day to help with tasks such as giving out drinks at snack time. Routines such as this help to raise children's self-esteem. They show a good understanding of rules for good behaviour which they have helped to devise. Children know they must take turns with favourite toys and they politely remind each other to share fairly. Children become

absorbed in their activities and they concentrate well. The children are gaining some independence. They dress themselves for outdoor play but they do little for themselves at meal times. They feed themselves but they do not choose or serve their food or pour out their own drinks.

Children have good listening skills which are nurtured by the staff, some of whom are gifted story tellers. Children are confident and articulate speakers who readily engage in conversation with their friends, the staff and visitors. They can find their own name cards and their own labelled trays to store their pictures. Many children are making commendable attempts to write their own names on their work and a few can already write their names clearly using well formed letters. Children learn the sounds and shapes of the letters of the alphabet. They have easy access to writing materials for drawing and mark making and they make good use of them. They enjoy books and they handle them well.

Children count aloud at circle time to find out together how many are present. They can find the corresponding figures on their number washing line which is used often. Children are frequently involved in counting in practical activities. They learn through play and real life experiences such as deciding if there are sufficient cakes for everyone to eat another one later in the day. Children make good use of Montessori resources for comparison of length and for counting, matching, sorting and learning about shape. Children develop an interest in the world around them through their topic work which is varied and interesting. Their links with a school in Africa have helped them to learn about the lifestyles of others. They have enjoyed 'Red Nose Day' activities and learned about the traditional music and dance enjoyed in New Zealand. Children observe seasonal changes and have collected autumn leaves and learned about hibernation. They have access to a modern computer.

Children are gaining good hand/eye co-ordination through using Montessori resources. They remove and replace the tops on felt tip pens with ease and they use scissors and coloured pencils competently. Children's creativity is supported very well in the setting. They become immersed in their art work and they produce imaginative work according to their own ideas. Staff are on hand to support them and offer resources, ideas and praise but the art work is children's own work. Their firework pictures, autumn displays and Halloween hats make the classroom environment colourful and attractive. Children enjoy dance, drama and making music together which gives them further opportunities for self-expression. They sing action songs with gusto and obvious enjoyment.

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

The provision is good.

Parents share information about children's health, sleep needs and their particular likes and dislikes which helps the staff to provide continuity of care. Staff share important information about allergies and health issues and they are alert, kind and attentive. Resources and activities help children to learn about a diverse range of people and cultures. Boys and girls get along well together and they are encouraged to be fair and kind to each other. None of the children currently attending have identified learning difficulties. However, there is a suitable policy and procedure in place for the identification of any obstacles to learning. Senior staff ensure that parents are consulted and involved in devising an individual education plan for children if there is a need.

Children are busy and content in the nursery. They enjoy a settled routine and the company and guidance of a generally stable staff team. They know what is expected of them and they

are polite and well behaved. Staff are successful in promoting good behaviour because they are firm, kind and positive in their approach. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents say they chose this setting through recommendation and through making visits to look at the premises and to meet the staff. Parents appreciate the personal interest that the owner and staff show in their children. Parents are invited to a coffee morning each term to discuss curriculum matters and health issues. They are aware that they can look at their child's development files at any time and files are also available at parents evening. Daily conversations, newsletters and numerous notices ensure that parents are kept informed about the activities and special events taking place at the nursery.

## **Organisation**

The organisation is satisfactory.

Senior staff have well defined roles and responsibilities. One of the managers keeps policies, procedure documents and records up to date and she ensures that staff training is made available. All staff undergo appropriate checks at the time of their employment to ensure that they are suitable to work with children. Induction systems help staff to gain familiarity with the way that the setting is run.

Senior staff are committed to the ongoing development of practitioners' skills and knowledge. The majority of the staff are appropriately qualified and some are working towards relevant qualifications to further their professional development. Robust contingency plans ensure that the ratio of staff to children is maintained according to regulation. Almost all of the recommendations made at the time of the last inspection have been fully addressed with the exception of planning for the younger children which lacks links to observation notes. Senior staff monitor the standards of care provided for children well in most respects apart from a few hygiene issues which have been overlooked.

All of the required documents and records are kept appropriately at the nursery including a complaints file should this be needed. All records are up to date and held ready for inspection at any time. Leadership and management in relation to nursery education for three and four year olds is good. The manager ensures that the activities planned for the older children support children's progress in most aspects of the stepping stones towards the early learning goals. She has appointed trained staff who are confident in their knowledge and understanding of the Foundation Stage for learning. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the time of the last care and nursery education inspection four recommendations for improvement were made. The provider agreed to seek parental permission for emergency medical treatment or advice, improve staff awareness of children's participation in activities and provide a better range of play materials to support children in their learning about diversity. The provider also agreed to improve curriculum planning for the younger children.

Parents now give their permission for emergency medical treatment or advice which means there is no risk of delay in gaining appropriate care for children in a serious situation. Staff take note of children's participation in activities so that none of them miss out. The range of

play materials has been extended to help children to learn about diversity. Curriculum planning now shows a good range of activities for the younger children although the planning is not clearly linked to observations of what children need to learn next. This aspect of planning continues to be an area for further development.

### **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 records 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):

- ensure that babies and older children always have clean hands before eating and that the dining room furniture is clean
- use the information gained from observing the younger children to plan activities that will help them to take the next steps in their learning

#### **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):

- help the older children to gain more independence at snack times and meal 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](http://www.ofsted.gov.uk)