

Carville Day Nursery

Inspection report for early years provision

Unique Reference Number	146917
Inspection date	03 January 2008
Inspector	Fiona Sapler
Setting Address	43 West Avenue Road, Walthamstow, London, E17 9SF
Telephone number	020 8521 7612
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Registered person	Daley Care 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 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 good.

WHAT SORT OF SETTING IS IT?

Carville Day Nursery opened in 1997 and operates from a purpose-built building in Walthamstow in the London borough of Waltham Forest. The nursery is open each weekday from 08.00 to 18.30 for 50 weeks of the year and a maximum of 30 children may attend at any one time. All children share access to a secure enclosed outdoor play area.

There are currently 34 children aged from birth to under five years on roll. Of these, 16 children receive funding for nursery education. The provision supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The setting employs 12 staff. All of the staff, including the manager, hold appropriate early years qualifications. These include NVQ levels 2, 3 and NNEB. The setting receives support and training from the Early Years Development and Childcare Partnership and other agencies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children who are unwell or injured are not fully protected, as the administration of medication is not recorded, in writing in all cases. In addition, parents do not sign the record book to acknowledge the entry. Staff do not ensure that parents sign all accident recordings as an undertaking that parents have been sufficiently informed. These are breaches of regulations.

Children have a very good understanding of meeting their own health needs when going to the toilet. They enthusiastically instigate conversations, while they play, about food that is good for them and that keeps them healthy. For example, they animatedly discuss the benefits of eating carrots and the unhealthy qualities of fast food and cakes. Their snack and tea times are organised to enable the children to self select and make choices about what they wish to eat. Lunch times, however, are not planned as successfully to encourage older children to serve themselves or make similar choices. Home cooked, nutritious meals reinforce the concept of healthy eating. Fresh water is accessible to the children throughout the day to enable them to think about their own bodies' needs and to prevent dehydration.

A stretch and grow session, skilfully led by a visiting teacher, helps the children understand the many different ways their bodies work as they gallop, lunge and stretch when acting out a story about 'Buzz Lightyear' and 'Woody'. Children are adept at using scissors, pens and pencils and knives, to cut their fruit for a fruit salad, and competently undertake threading activities. These all help to develop their fine motor skills and hand eye coordination. They enjoy balancing on a bridge of crates and negotiate the outdoor space well as they run races, throw balls or play with hoops.

Babies' health needs are well met because their individual routines are followed throughout the nursery day. Parents are provided with records of their sleep, nappy and eating patterns to provide continuity of care.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The children's welfare is compromised because, although most of the staff team know what to do if a child is not collected on time, there are no written procedures to promote continuity and confidence in the actions to take. This is a breach of a regulation. Not all children cared for in the nursery are fully protected as the setting is only registered to provide care for children under five and, at the time of inspection, three children over the age of five were present.

Children play in a bright and welcoming environment. They have a sense of belonging as they find their own names on their coat pegs and recognise examples of their work on the wall. Designated areas, that are well equipped, mean that children can make informed choices about their play.

Children know how they can keep themselves safe because staff remind them not to run inside and to be careful when they play. A comprehensive risk assessment, of both indoors and outside, is carried out daily and ensures the setting remains safe for the children. A wide range of stimulating toys and resources are age appropriate and suitable for the children who attend. Small chairs, with harnesses for the youngest children, cosy cots for each under two, small tables and accessible storage means that the children are safe and comfortable when they eat,

rest and play. The nursery is secure. Visitors cannot access the premises independently; ensuring children leave and arrive safely. Children practise the fire drill regularly and therefore become familiar with the evacuation procedures to follow.

Children are safeguarded because the staff recognise possible signs of abuse or neglect and are aware of their responsibility to record and report their concerns. Existing injuries are recorded to further protect the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children under two are cared for in a very warm and caring environment where they are encouraged to explore the space around them, successfully building on their natural curiosity. The staff team help the children to feel confident by responding appropriately to their needs and allowing the children to express themselves both verbally and non verbally. Observations help the staff to identify the children's developmental stages and to provide activities that the children themselves have expressed an interest in. For example, a toddler was enjoying looking in a mirror and was beginning to recognise himself. This led to the staff team utilising several mirrors in a planned activity. The youngest children express their creativity and have opportunities for sensory experiences and experimentation when they play with materials such as jelly and dough.

Nursery Education

The quality of teaching and learning is good. Activities are planned to include all areas of learning. Observations document the children's progress and inform the key worker of the children's interests for future planning. The staff are currently developing more child centred planning and a new initiative to include parents in the planning for their own child, has been recently introduced. This ensures children's individual learning needs are effectively met. Staff interact well with the children and are lively and enthusiastic. They engage the children in thoughtful and interesting conversations encouraging the children to express themselves, giving them time and space to confidently make their thoughts known. They pick up on the children's cues and address these favourably. For example, when the children begin to recite phrases from their favourite story, the staff member responds by offering to read the book after lunch.

Children cooperate well with each other and know they must take turns and share. They are confident and sociable. Labels around the room help the children recognise numbers and letters and form the basics of their pre reading skills. The children are able to identify their names on their place mats and coat hooks and are encouraged to write their names on their own work.

Children confidently count up to 10 when playing 'What's the time Mr Wolf?', during their 'Stretch and Grow' sessions and when singing action songs. They compare numbers, and calculate, when assessing if there are enough chairs for each child at tea time. Mathematical language, such as more than and less than, is used routinely at activities such as water play. Good staff interaction helps the children understand these concepts.

Children have many opportunities to express themselves creatively. They use their designing and making skills when they have access to a range of recycled materials to construct three dimensional models. A parent comes in regularly and introduces the children to African drums and songs. They make caterpillars and space ships relating to their current theme work and are

actively encouraged to use their imaginations and express their own ideas; for example, during exercise sessions, when listening to stories and when they have access to story boxes that contain objects for them to create their own stories.

The children experiment with ice cubes and fake snow to explore the properties of different materials. Practical experiences, such as finding a grasshopper in the garden and observing snails help the children learn about the natural world. They also learn about the world around them through topics, such as space. They make links with the local community, and people that help us, on trips to the dental surgery and when police officers and fire-fighters visit. They enjoy taking turns to take 'Weekend Bear' home with them and record their activities in a special book, with photographs to share with their friends.

Helping children make a positive contribution

The provision is good.

All children are treated with equal respect. They are encouraged to share information about their traditions and experiences at home, helping them feel valued and promoting their self-esteem. They feel special because their birthdays are acknowledged with a large banner and a birthday hat that they wear for tea. Children are learning about diversity when they celebrate a range of festivals such as Eid and Diwali. This is complemented by resources, including dressing up clothes, puzzles, books and dolls, that reflect different cultures and backgrounds. This positive approach fosters the children's spiritual, moral, social and cultural development. Children and families with English as an additional language feel comfortable in the nursery because staff learn key words and are sensitive when helping children adjust to their new environment.

Children with learning difficulties and/or disabilities are able to enjoy and achieve because their allocated key worker and the designated Special Educational Needs Co-ordinator work closely with parents to ensure that all children are able to access the resources and gain from their time at the nursery. This includes implementing programmes, visits by other professionals and regular observations and reviews to monitor the children's progress.

Children are very well behaved. They clearly understand right from wrong and eagerly discuss the rules of the setting at circle time. They are supported by staff who are willing to listen to their explanations, value each child's contributions and adhere to the rules themselves by raising their hands to talk. This illustrates the staff's commitment to being positive role models to the children. Children benefit from consistent praise and encouragement and rewards, such as certificates and being selected to choose the toys for the afternoon session. They sit quietly and listen to and follow instructions very well. For example, during 'Stretch and Grow' sessions and when lining up to go into the garden. This shows they have a good knowledge of appropriate boundaries.

The nursery works in partnership with parents to enable them to meet the children's needs effectively. Parents are provided with regular newsletters that include information about themes, staff qualifications and relevant news updates and reminders. Children's registration forms contain all relevant details to support each child's individual care. The complaints procedure is shared with parents and a complaints log is readily available. A file of written policies and procedures is available to parents to ensure they are fully informed about their own, and the nursery's responsibilities relating to the welfare of their children.

Partnership with parents and carers of children who receive nursery education is good. Parents complete a profile of their children's starting points at the beginning of the Foundation Stage and sufficient information is included in the prospectus to ensure they are fully informed of how the nursery implements the curriculum. Regular parents' evenings and reports provide opportunities to discuss their children's progress along the stepping stones. Parents contribute information every month about their child's interests and achievements at home to allow staff to incorporate this into the weekly planning and to fully involve the parents. This provides an effective link between home and the nursery. Parents also have open access to their children's files to consolidate their knowledge of how their children are learning and progressing.

Organisation

The organisation is inadequate.

Children attend whose ages exceed the upper age limit as set out in the conditions of registration. This means the nursery is not complying with their conditions of registration, which is an offence. Although some required records are maintained accurately, such as the registers, identified weaknesses in records and documentation do not sufficiently promote the children's welfare. The setting does not meet the needs of the range of children for whom it provides.

Children are happy and settled at the nursery. The committed and enthusiastic staff are well deployed to help the children feel secure. Staff members understand their roles and responsibilities and work well as a team to offer sufficient cover within the rooms. The registered person plays an active part in ensuring suitable adults are employed to provide care. This is managed through effective recruitment, probation and ongoing training, supervision and monitoring. Children's learning is promoted through good leadership and management of nursery education. This is the responsibility of the deputy manager who oversees the implementation of the Foundation Stage to ensure all children benefit from the activities and experiences provided. All staff are fully aware of their role in supporting the children in their learning and development.

Improvements since the last inspection

At the last inspection, an action was set relating to informing Ofsted of significant events. The registered person is now aware of their responsibility in this area. Recommendations were also made at the last inspection. These related to planning for under two's, the organisation of lunchtimes and encouraging children's independence. These have been satisfactorily addressed promoting the children's development. Further recommendations relating to the contents of the first aid box and unvetted individuals being unsupervised have been appropriately met and contribute to safeguarding the children's wellbeing. In addition, recommendations were made relating to the complaints procedure and registers. The complaints procedure is clearly displayed for parents, who are also informed of the regulator's contact details, and registers contain the required information.

The last nursery education inspection identified key issues for improvement. These referred to the children having opportunities to speak in groups, accessing resources independently and developing their mathematical skills. These have been addressed, promoting the children's learning and development. A key issue was also identified relating to recording children's progress. A suitable system is now in place.

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.

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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:

- comply with all conditions of registration at all times
- devise a statement of the procedure to be followed in the event of a parent failing to collect a child
- ensure all accident and medication records meet the requirements of regulations.

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):

- organise lunchtimes to provide greater opportunities for older children to develop their self help skills and independence.

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