

Cribs Day Nursery

Inspection report for early years provision

Unique Reference Number	EY349473
Inspection date	10 December 2007
Inspector	Natasha Parsons
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Type of inspection	Childcare
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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Cribs Day Nursery is privately owned. It opened in 2007 and operates from three rooms in refurbished offices. It is situated in a residential area of Canning Town in the London borough of Newham. There is access to an office and a kitchen. A maximum of 27 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18.30 for 50 weeks of the year. All children share access to an enclosed outdoor area for play.

There are 24 children on roll.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The premises are clean and appropriately maintained, a regular cleaning routine is in place and children are learning to take responsibility when they help clear up after themselves. Children are protected as regular risk assessments are carried out. The setting temperature was cool, on arrival in the early morning, the management is committed to ensure the temperature of the building is comfortable for both children and staff at all times of the day.

Children are protected as accident records are appropriately maintained and shared with parents, who wish to be kept informed of minor accidents and incidents that occur. Several staff members are first aid trained and the setting is committed to ensure all staff are trained. Appropriate medication record forms are in place, and a sick child policy ensures unwell children are responded to appropriately while in the setting, and that children are protected from infectious illnesses. Parents have consented to the seeking of emergency treatment. An emergency evacuation procedure is regularly practised and recorded, and fire prevention recommendations have been implemented.

Mealtimes are a sociable time when children eat together in a relaxed manner in their individual base rooms, staff are able to act as positive role models when they eat with them and enjoy the food provided. Meals are prepared from fresh ingredients and cooked on site. A four weekly rotating menu ensures children are provided with variety and their nutritious needs are met for example children enjoyed a meal of sausages with potatoes and vegetables. The older children benefit from an open snack time, when they develop their independence skills when they pour their own drinks. The snacks provided are mainly healthy for example fruit, breadsticks however sweet biscuits are available and the setting is committed to ensure all snacks are healthy. Drinks are available at all times and at mealtimes and in warmer weather children would also have sugar free ice pops to ensure they remain hydrated. Staff are kept informed and are aware of individual children's dietary needs when this information is collected from parents at the beginning of each placement. Alternative food is provided to meet children's individual dietary needs for example a child who did not eat pork for religious reasons was given fish.

Children are developing practices which promote their good health when they wash their hands after using the toilet and before eating, however staff do not discuss with children why they need to wash their hands and the reasons, for example to prevent the spread of germs. Appropriate signs in the bathroom remind children to wash their hands; however these are sited above children's eye level. The bathroom is sited on the first floor and the older children are appropriately supervised by staff when using this area; however this impacts on children's opportunities to develop their independence skills. A communal bowl is sometimes used for hand washing after messy play; staff are committed to reviewing this practice. Children are appropriately reminded to use tissues when they have colds.

Nappies are changed in an appropriate manner which protects children and prevents the spread of infection, when staff use disposable gloves and aprons, and the nappy changing area is cleaned with anti bacterial spray after each nappy change. A set sleeping time for babies and young children is followed when children are encouraged to sleep, however children can rest if needed at other times during the day, to meet their individual needs. They are appropriately supervised and the room is organised to make this a calm time. Staff remain committed to ensure they meet the sleeping and eating needs of individual babies.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery is secure and safe ensuring children remain safe, however the use of the windows upstairs need to be risk assessed when opened for ventilation to ensure children remain safe. Children are kept safe on outings for example when staff talk with them about how to cross the road as they look left and right, and wait to see if there are any cars before crossing. The staff conduct regular risk assessments within the premises and when outside, for example when staff arrived at the park they completed a risk assessment and aborted the visit as the play equipment and safety flooring was wet and therefore unsafe. Children are protected as an

outing policy is in place which is followed by staff and includes taking a first aid box, higher staff to child ratios and mobile phones for easy communication with management if required.

The required policies and procedures to keep children safe are in place, for example lost and uncollected child, health and safety procedures are available for parents to view. Parental consents are in place for outings, public transport and the taking of photographs.

Children are kept safe as the equipment used is safe and suitable, for example when harnesses are used in highchairs, stair gates on doorways and staircases with staff ensuring they are kept closed. Appropriate fire prevention equipment is in place and regular drills are practised and recorded. Staff have benefited from in house training in health and safety for example correct lifting techniques.

The manager is the appointed child protection officer and shares this role with another staff member. Children are safeguarded as appropriate child protection procedures are in place, with systems to record concerns and details of the local safeguarding team. Staff have a satisfactory knowledge and are committed to develop this further through planned training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are individually greeted in a warm and welcoming manner which helps them to feel valued and included, staff talk with the older children about their weekend and are knowledgeable about children's individual families. Staff work at the children's level when they participate in their play. The older children are consulted about the morning's activities when they are involved in planning a trip to the local park. These children make weekly trips to the local park and library, they develop their independence skills when they spread butter on crackers and serve food onto their plates.

Children are grouped according to their age and stage of development, different opportunities are in place for the different age groups for example children can access play materials and activities in the baby and older base rooms. Children's work is displayed throughout the nursery and includes photographic evidence of what they have done for example 'our photo gallery', labels help to develop children's early understanding that words carry meaning and are sited in base rooms and the bathroom.

A satisfactory range of play materials and activities are available and rooms are set up according to the space available, however the range of activities requires developing. The nursery has an enclosed outside area sited off the older children's base room, which was not used during the inspection, in response to parents' requests as the weather was cold. Staff are committed to develop this resource and are aware of the through play theory when children would be able to access this area at all times.

Babies and young children have access to a range of bright and colourful toys and hard back books, they are being introduced to the treasure basket and enjoy being able to explore without adult intervention. Toddlers are taking part in table top activities when they use felt tips to make pictures and persist to complete drawings. Children enjoy listening to music and dance spontaneously together in time to the music; babies clap their hands in time to rhythms and use their fingers to illustrate actions. The day is structured to include the managing of children's care needs, however staff sometimes did not enable children to finish the activity they were involved and some activities were too rapid with little opportunity for children to contribute.

The key worker system is in operation and supports children while in the setting, ensuring the exchange of information daily with parents. Plans are followed in each base room with the under three's rooms using the Birth to three matters document. Staff identify children's next stage of development through observation and then plan for it, for example a crawling child is offered opportunities to develop their walking skills. Older children's interests are incorporated into planning, when children showed interest in trains a visit was made to a local train station. Staff are planning a visit to the airport to match children's interests in the aeroplanes which they enjoy watching and count as they walk to the park.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from an appropriate equal opportunities policy and a range of equipment and materials reflecting diversity which are in place, including, dolls, wheelchairs, books and dressing up clothes. Children are represented in the Christmas display when they decided the racial background of father Christmas. Children are actively involved in the local community, when they visit local resources, and comment on the progress of new buildings being constructed and acknowledge local residents and workers, and pass the local school some of their siblings attend. They know the route to the local park and are familiar with the roads and crossings. Children are individually valued and staff welcome each child into the nursery. A nominated special educational needs and or disabilities worker is in place, who has appropriate experience and training. Relevant information is kept on children who require additional support and staff would work closely with parents.

An appropriate behaviour policy is in place, children behave well because they are aware of the expectations of the nursery and good behaviour is reinforced when staff praise children's efforts. Appropriate behaviour sanctions are in place, when the time out method is used. Children are encouraged to be nice to each other, to share and to be kind to their friends. Older children are actively involved in the formulating of the rules, which are displayed as a reminder. Children take responsibility for their own behaviour when they use a traffic light system, which involves three warnings for each level. Children select their own cards as they move from appropriate to inappropriate behaviour. Staff spend time reminding children of the rules to keep them safe for example when crossing roads while out visiting the park.

An appropriate partnership with parents policy is in place and contacts which are reviewed annually. Parents are kept informed about the under threes via charts which are maintained by staff for example nappy changes, and sleep information. Information is shared daily with parents and includes the developmental progress of their children and care information and staff respect parents' wishes and requests. A parental complaint procedure is in place and relevant information is displayed for their information, which includes the contact details of Ofsted.

Children are settled effectively, as staff plan according to each child. Staff recognise each child is individual and their needs will be different.

Organisation

The organisation is satisfactory.

All the required records, policies and procedures are in place. The provider and the manger are committed to ensuring the nursery operates within the required regulations and meets the

required staff to child ratios. The newly appointed manager continues to familiarise herself with the standards and regulations, and staff benefit from regular team meetings and individual supervisions. Appropriate recruitment practices are implemented and checks on new staff are completed.

The minimum staff qualification ratios are exceeded with management committed to ensure staff receiving ongoing training opportunities; the manager actively supports staff and acts as a positive role model when she shares her experience and ideas. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable: this is the first inspection since registration.

Complaints since the last inspection

Since registration, 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 further the registered person should take account of the following recommendation(s):

- ensure you assess the risk for children in relation to the upstairs windows and take action to minimise them,
- review hand washing practices in the downstairs base room,
- ensure staff have opportunities to continue to develop their experiences, share practices through relevant training and support,
- ensure the range of play materials, activities and experiences are developed and that staff develop their knowledge and understanding of how to extend and challenge children's learning.

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