

# Epsom Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY289713
<b>Inspection date</b>	21 November 2007
<b>Inspector</b>	Carol Newman
<b>Setting Address</b>	28 Worple Road, Epsom, Surrey, KT18 5EH
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<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Epsom Day Nursery is part of Asquith Nurseries Ltd and has been established under the present ownership since June 1999. The nursery is accommodated in a large detached building on four floors. Children occupy all four levels in 11 nursery rooms. There is a secure garden for outdoor play, which is divided to provide suitable areas for different age groups.

The nursery operates five days a week from 07:30 to 18:00, throughout the year. It serves Epsom and the surrounding area. The nursery is registered to provide places for 100 children aged between three months to under eight years and the provision runs an out of school facility for St. Martin's Infant School. There are currently 106 children on roll. This includes 24 children in receipt of funding for nursery education.

There are 15 permanent members of staff who work with the children on various days, of whom, ten have a recognised early years qualification. A current first aid certificate is held by nine members of staff and one member of staff is on a training programme.

The setting receives support from the Early Years Childcare Service.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

The environment is clean and tidy and children receive effective support to develop good personal hygiene. Children know to wash their hands before meals and after visiting the toilet. Liquid soap and paper towels are available in all toilet areas, for the children's use. Efficient daily routines and the staff's own good practice prevent cross infection. For example, staff wear aprons and gloves for nappy changing and shoes are not allowed where there are crawling babies.

Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs and written permission to seek emergency medical treatment is requested from parents and carers. Most staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. However, some contents of the first aid boxes, in all areas, are past their expiry date and this compromises the care available to the children.

Children enjoy varied and nutritious meals, cooked on the premises, which meet special dietary needs. A good daily diet ensures children remain healthy. Children enjoy their food very much. The children in each age group eat together making it a social event. Most staff have a current food hygiene certificate. This means they understand how to maintain good practices when serving the children's meals or when supervising the older children as they serve themselves.

Children can ask for a drink whenever they need one and staff encourage children to drink plenty, when they offer drinks at regular intervals throughout the day. Older children confidently help themselves to fresh water, whenever they wish.

Under threes develop warm relationships with staff who are responsive to their needs. Staff record food intake and nappy changes to ensure a healthy balance is maintained. Sleeping and feeding routines for individual babies are adhered to, which contributes to babies health.

Children have daily opportunities for outdoor play. The outdoor area is divided into separate spaces for each age group and each area has a range of large equipment so that children can develop their physical skills. Older children are beginning to understand the changes in their bodies that take place after physical play. Children's fine manipulative skills are developing well. They demonstrate good pencil control when they write in their home made books.

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

The provision is good.

Children benefit from playing in a spacious well organised environment in most rooms. This allows them to move around and play safely. Children have easy and safe access to a range of toys and resources appropriate for their age. Toys and resources are carefully selected to ensure they are suitable for children in each age group.

Very young children and babies can crawl and learn to walk in a child friendly environment. There are sufficient cots and beds to allow children to rest and sleep in comfort and safety, and staff regularly check sleeping children to ensure their wellbeing.

The security of the premises is very good ensuring children are unable to leave without a suitable adult and to prevent unwanted visitors from gaining access. Children are protected by a door buzzer system, closed circuit television and door codes for the older children's rooms. A good deployment of staff ensures the safety of the children at all times. Children and staff have a good understanding of the procedures to follow in the event of a fire because these are regularly practised.

Nursery staff carry out regular risk assessments to ensure all areas are suitable for the children's use. Regular risk assessments are carried out by the head office team. Guidance is sent from head office to the nursery regarding events such as Christmas and Bonfire Night, to ensure staff pay regard to the children's safety without compromising their enjoyment.

Staff have a very sound knowledge of safeguarding children issues. This promotes and protects children's welfare within the setting. All but the newest staff have completed a recent safeguarding course.

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

The provision is good.

Children under three explore and experiment through a range of well-planned activities that are appropriate for their stage of development. For example, the youngest babies thoroughly enjoy body painting and playing on the slide. The one to two year olds participate enthusiastically in sand and water play and sponge painting and the two to threes enjoy using the magnetic letters, construction materials and the funnels. Young children are able to make themselves understood through language and actions and staff give good support to help babies learn about their environment. Staff use the Birth to three matters framework to ensure activities for children and babies under three are appropriate and stimulating.

Staff make regular observations and record achievements in children's profiles. This helps the staff plan for each child to ensure their learning and developmental needs are met.

The younger children benefit from very effective learning experiences because they have access to a good range of resources. Children are free to play and interpret activities in their own way, with good staff support.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are well motivated and enjoy new challenges such as completing puzzles with a large number of pieces. Children are very independent as they serve their own lunches and pour their own drinks. Children confidently approach adults and visitors and they are keen to show what they can do. Children express themselves clearly and competently. They enjoy stories and books are freely available. Children know the letters of their names and they attempt to write them, forming some letters correctly.

Staff make regular observations and record these in the children's red books. Children's next steps are noted on the weekly activity plan. However, no system is in place to clearly identify and record children's progress through the stepping stones towards the early learning goals, so that children are constantly moving on in their learning at a good pace.

Children count confidently when using the computer and they demonstrate good mouse control. There is a number area in the nursery where displays encourage children to look for 'tall' and 'short' objects and to recognise different shapes. However, this is one of the areas that has not

been regularly updated and effectively maintained, so that it captures the children's interest and encourages children to develop their play and learning.

Children have free access to the music area and the inside/outside table so that they can explore objects and sounds. Children use adhesive tape, some junk modelling resources, wool and fabric to make models and represent their experiences. However, resources in this area are unimaginative and not sufficiently replenished. Children learn about different cultures and beliefs as they celebrate a range of festivals throughout the year.

Children use their imagination in the role play area. However, the resources available to the children are limited and wall displays such as 'Doctor's and Nurses' are not supported by relevant play materials. Some creative materials are available to the children. However, there was a very limited quantity of paint available to the children at inspection and painting equipment was not maintained in a suitable condition for the children's use.

Staff plan activities according to children's interests and they identify next steps for some children. However, the outdoor area is not included in weekly activity plans so that children can benefit from a new dimension to support their individual play.

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

The provision is good.

Children enjoy respectful relationships with adults and each other. They are developing confidence and self-esteem. Staff ensure they know about children's needs with regard to religion or culture so they can help the child acknowledge their own culture and see it as important. Some planned activities help children to learn about themselves, each other and the world around them. A range of resources, such as books, musical instruments and dolls reflect today's diverse society. Children's spiritual, moral, social and cultural development is fostered.

The nursery has some experience of caring for children with learning difficulties and/or disabilities. Staff are able to adapt activities to ensure all children are included. However, the member of staff responsible for children with learning difficulties and/or disabilities has not attended the relevant training, so that she can take appropriate action when such a child is identified or admitted to the provision. Appropriate strategies, according to the age and stage of development, help children understand right from wrong. Children learn important social skills such as sharing and listening to each other.

The partnership with parents and carers is good. Parents contribute to a detailed initial assessment of their child. This ensures staff have a good knowledge of individual needs and achievements. This helps staff to build on what children already know. Parents receive good information about the Foundation Stage curriculum. The information outlines what and how children will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning.

Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home. Parents and staff work together and share information about children's individual progress and development. Care diaries for young children ensure continuity of care. The staff respect parents' wishes. This enables them to meet individual needs regarding routines.

Relationships with parents are friendly and supportive. Parents feel welcome and staff encourage them to become involved with the nursery. For example, current and prospective parents are invited to attend the coffee afternoons and parents stay for supper at parents evening. The nursery also develops strong links with the community.

## **Organisation**

The organisation is satisfactory.

Children are well grouped and the key worker system ensures appropriate support and care throughout the session. The manager is well qualified. She has regularly updated her knowledge by attending relevant childcare courses. This ensures she has sufficient knowledge of current child care practices to support the care and learning of the children. There is an effective induction programme that includes training in Safeguarding Children, Health and Safety and emergency evacuation procedures. This ensures the newest staff understand the procedures of the setting to promote the welfare of the children.

Leadership and Management are satisfactory. Management have clear objectives and defined roles and responsibilities. They evaluate practice constantly. However, the weaknesses of the funded educational provision have not been effectively addressed and this impacts on the outcomes for the oldest children.

Staff are guided by a range of policies and procedures. However, some of the policies and procedures that are specific to this setting do not reflect current practices and therefore the information given to parents is not entirely accurate.

The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the setting agreed to develop systems so children do not have to wait and queue for long periods during the nursery daily routines. Daily routines have been adapted so that any waiting times are reduced to a minimum.

## **Nursery Education**

The setting also agreed to develop observations to inform planning to help individual children move into the next stage of learning and to challenge the more able children. Weekly observations are made on all children and these are used to inform the planning in the weekly activity sheets.

## **Complaints since the last inspection**

Since the last inspection Ofsted received one complaint relating to National Standard 6 - Safety. Concerns were raised regarding an incident involving a child. Ofsted visited the provider to discuss the concerns raised and were satisfied that suitable measures had been taken to ensure that the National Standards were being maintained. During the investigation visit, an additional concern was identified and as a result an action was set under National Standard 12 - Working in partnership with parents and carers. The provider responded to Ofsted to confirm that suitable measures had been taken to meet the action set. No further action was taken and the provider continues to be registered.

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**

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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 the contents of the first aid box are regularly checked so that dressings that have passed their expiry date are not available for use with the children
- ensure that the person responsible for children with learning difficulties and/or disabilities has attended the relevant training so that appropriate action can be taken when such a child is identified or admitted to the provision
- ensure all policies and procedures are well maintained so that they reflect the current practices in the setting and accurate information is given to 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):

- ensure that a sufficient, exciting and stimulating range of resources are constantly available to the children. Regularly update and effectively maintain all learning areas so that they capture the children's interest and encourage children to develop their play and learning. This particularly applies to the day care room
- ensure the outdoor area is included in weekly activity plans so that children can benefit from a new dimension to support their individual interests
- ensure that a system is in place to clearly identify and record children's progress through the stepping stones towards the early learning goals, so that children are constantly moving on in their learning at a good pace.

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)