

# Lenwood Daycare

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY284864
<b>Inspection date</b>	26 March 2008
<b>Inspector</b>	Tina Anne Mason
<b>Setting Address</b>	Lenwood Hall, Coronation Road, London, E13 9QB
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<b>Registered person</b>	Pre-school Learning Alliance (Newham)
<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 satisfactory. 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?

Lenwood Day Care opened in 1992, but has been under new management since 2004 and it operates from one large and two small rooms, within a church building in Plaistow in the London Borough of Newham. A maximum of 30 children may attend the day care at any one time. The day care is open each week during school term times. Sessions for full day care are from 09:00 to 16:00 and 9:00 to 12:00 for morning sessions, 12:00 to 13:00 for lunch and 13:00 to 16:00 for afternoon sessions. All children have access to a secure enclosed outside play area.

There are currently 60 children aged from two to under five years on roll. Of these 50 children receive funding for nursery education. Children come from local and surrounding areas. The day care currently supports children with learning difficulties and/or disabilities and those with English as an additional language.

The day care provider employs eight staff. Of these, seven have early year's qualifications. The setting receives support from the Local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Staff follow the nursery's sickness policy and ensure parental consent is in place for the administration of medication. All staff are first aid trained and they have a clear understanding of procedures to follow in the event of accidents, sickness and if children require medical assistance. This ensures children receive individual care and attention and are appropriately supported.

Opportunities for children to learn the importance of good hygiene are compromised because, although staff encourage them to wash their hands before eating and after using the toilet, there are no secure systems in place to ensure risks of cross infection are minimised. For example, toilet rolls for children to use are left on the floor and although the premises are generally clean, the toilet area is not in a good state of cleanliness, as a result, children's good health is compromised. Nappy changing procedures take account of children's privacy and staff take positive steps to minimise the risk of cross infection, for example; disposable gloves are used by staff and nappies are disposed of promptly.

Children have their individual needs met because the staff request information from parents and carers on their child's dietary needs, requirements and allergies. Children are provided with healthy snacks on a daily basis. Children independently access drinking water throughout the session thus keeping hydrated and refreshed. However the children's welfare is potentially compromised as the kitchen poses a hazard to the children. Currently the staff are working with pest control agencies and are having to clean up mouse droppings on a daily basis. Even though children do not have access this area and it is thoroughly cleaned daily by staff, food for the children, such as banana's are being stored overnight in this area.

All children have access to lots of physical play daily, which provides lots of opportunities for them to develop their physical skills and to exercise both indoors and outdoors in the fresh air. The children use a good range of toys, equipment and tools that provide appropriate challenges. They ride trikes, scooters and have access to balls, hoops and a climbing frame with slide. The children are learning new skills, developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy.

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

The provision is satisfactory.

The nursery is a welcoming environment for children, parents and visitors, because staff greet them upon arrival and are friendly in their interactions. Systems to monitor the safe arrival and departure of children are effective because details of adults authorised to collect children are in place and high regard is placed on security within the premises. Procedures for monitoring safety within the setting is satisfactory, for example; fire extinguishers are checked regularly and there is a fire blanket located in the kitchen. Formal risk assessments are undertaken annually. However, safety checks of the premises are informal and do not systematically include all areas of the nursery, hazards to children were present at the time of the inspection. For example, a bucket of water and mop accessible to children and children could access a the back room. As a result, risks to children are not consistently minimised to ensure children's welfare and safety is paramount.

Indoor toys and equipment are clean and in good condition because staff clean and check them. The fire evacuation procedure is displayed and fire detection equipment is accessible around the building. Fire drills are carried out regularly and details are documented, as a result, all children are regularly involved in the emergency evacuation practice.

The manager is responsible for child protection. She has attended relevant training and has sound knowledge of procedures to follow. Children are protected from harm because staff have an adequate understanding of their role with regards to child protection. They are able to put appropriate procedures into practice.

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

The provision is satisfactory.

Children are happy and settled at the nursery. Staff greet the children warmly and help them to separate from their main carer, by spending time with them and allowing children to explore the environment at their own pace. During the day, staff are well deployed within the setting, as a result children are well supported in the activities they choose. Toys and resources are stored within children's reach. As a result, children are able to self-select and make independent choices from a full range of toys and equipment.

### **Nursery Education**

The quality of the teaching and learning of the nursery education is satisfactory. Children are making sound progress towards the early learning goals. Staff motivate the children and talk and listen to them in small groups. Activities are planned using the six areas of learning, and the children's progress is monitored through the stepping stones. However, some planned activities are not always used productively to extend the older, more able children's progress. Staff do not always use planning to identify the use of resources, or use supporting material to enhance the children's understanding. For example, during planned art activities, appropriate language discussing what the children are doing and why are not introduced for children to have a better understanding of what is expected of them. Activities are not always adapted to take account of the children's different levels of attainment and therefore challenge the older more able children. In addition, some staff have limited understanding of the Foundation Stage, which results in learning opportunities being missed. For example, during a focused activity of music and movement opportunities were missed, to explore how sounds can be changed or to tap out simple repeated rhythms. Staff have started to work together and devise their own long, medium and short term plans and identify the intended learning outcome of specific activities. However, many focused activities are not fully evaluated in order to ascertain the success of the activity.

Children are happy, confident and settled. Children are developing appropriate levels of concentration and are able to sit quietly and listen when required. Opportunities for children to develop an understanding of simple problem solving and calculating through practical activities are limited to incidental teaching opportunities. Although provision is made for children to recognise and recreate simple patterns, recognise and compare shape, size, position and quantity, staff's lack of knowledge of the Foundation Stage results in these activities not being used to full effect.

Children receive opportunities to attempt writing for different purposes and develop language for thinking, there is some opportunity for children to link sounds to letters. For example, during planned activities children search for the letters of their name. Children receive

opportunities to count as they sing familiar rhymes, they receive some opportunities to count for a purpose and consolidate their understanding of numbers through practical activities. Opportunities for children to develop their skills in designing and making are available. For example, children are able to explore a range of materials during planned art, craft and cooking activities. For example, junk modelling and making angel delight. Children move around freely, displaying a good awareness of themselves and others. Children are afforded consistent opportunities to build on the development of their small muscle skills; for example, access to one-handed tools and intricate construction resources are consistently available.

Opportunities for children to develop their large muscle skills are available through climbing apparatus freely available. In addition, free flow outdoor play is a regular feature of the routine. Children receive good opportunities to develop their awareness of technology. For example, children have daily access to two computers and tape recorders, therefore children receive opportunities to develop an understanding of how things work.

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

The provision is satisfactory.

Children are welcomed into the setting where they settle quickly and are keen to embark on a range of activities. Relationships are evolving between children, their peers and the staff. As a result, children are generally happy and approach adults with ease. Staff are positive in their interactions, engage with children and endeavour to treat the children with equal concern. The celebration of festivals from around the world and access to a range of toys and resources that reflect the diversity of society in a positive way, provide children with opportunities to learn about difference in culture, belief, tradition and disability.

Staff value the input of parents and carers, welcoming them into the nursery to share their skills and interests with the children. Notice boards are kept up to date with information about forthcoming events or additions to the curriculum such as the 'Birth to three matters' framework and the nurseries complaint procedure. Parent and carer forums are held which promotes a positive partnership between staff and the parents and carers of the children who attend.

Children with special needs are welcomed into the nursery to play alongside their peers. The special needs co-ordinator continues to develop her knowledge and understanding of the code of practice and she liaises appropriately with outside agencies to promote positive outcomes for children. Praise and encouragement is used to reinforce the children's good behaviour. Children are constantly reminded to share, take turns and be kind to each other. Children are well behaved. They are familiar with the routine and are cooperative, helping to tidy away and follow simple instructions. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. The parents of children who receive nursery education benefit from a two-way sharing of information between parents and staff to enhance their children's learning. In addition, regular newsletters ensure parents are kept updated with important information relating to the daily operation of the setting. A key worker system is in place, and parents of nursery children know their child's key worker and are aware that the nursery has in place policies and procedures.

## **Organisation**

The organisation is satisfactory.

The provider is able to show that all adults working at the setting have undergone checks to establish their suitability and at least half of the staff team are qualified early years practitioners. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration.

The manager and staff work closely together to ensure the day-to-day running of the nursery runs smoothly. Staff are deployed effectively within the nursery and staffing ratios are maintained throughout the session ensuring children are supervised during activities. All staff have a suitable understanding of the policies and procedures which are in place.

Leadership and management is satisfactory. The methods for monitoring the quality of the nursery education provision and evaluating its impact in the setting is limited. As a result, weaknesses within the nursery education have not been fully addressed. Staff have a some awareness of the Foundation Stage, and although they are establishing systems for assessing regularly what children know, understand and can do, the information gained is not used effectively to plan activities and evaluate the impact of the nursery education. The staff team are beginning to identify the strengths and weaknesses of the setting.

Most of the mandatory documentation and consent forms are in place and completed correctly, although systems are not in place for the induction of new staff. As a result, there is no secure system to ensure new staff receive induction training which includes health and safety and child protection policies and procedures, consequently children's well-being may potentially be compromised. In addition, the staff 's attendance register does not accurately record the number of staff on site. This compromises children's safety. Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to: Develop staff's knowledge and understanding of child protection issues; make sure recommendations for safe food storage are followed; make sure that electrical sockets are inaccessible to the children; make sure that the outdoor play area is secure and that children are unable to leave it unsupervised; make sure the information given to parents and carers about the setting is up to date, and policies more widely accessible to them. Provide suitable hand drying facilities and check toilets regularly.

A designated member of staff is responsible for liaison with local child protection agencies and with Ofsted, in any child protection situation and staff have an understanding of child protection issues. All electrical sockets are inaccessible to the children. The outdoor play area is secure, out side exits have been fitted with high level bolts which ensure children can not leave the premises unsupervised. Which ensures the safety and well-being of children is being maintained at all times. A parents and carers prospectus informs all parents and carers about the setting including, policies, procedures and details the Foundation Stage.

However, the children's welfare is potentially compromised as the kitchen continues to pose a hazard to the children. Currently the staff are having to clean up mouse droppings on a daily basis. Even though the staff are working with pest control agencies, children do not have access this area and it is thoroughly cleaned daily by staff. However, some of the snacks for the children is being stored overnight in this area. In addition, children are now able to use disposable towels

to dry their hands after washing them when using the toilet. However, the toilet area is not in a good state of cleanliness, as a result, children's good health is compromised.

### **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.

## **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 satisfactory. 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 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 staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection
- make sure the kitchen does not pose a health risk to children
- devise systems which ensure risk assessments of the premises are carried out on a regular basis
- ensure all staff have induction training which includes health and safety and child protection policies and procedures in their first week of employment
- ensure there is a system for registering staff's attendance on a daily basis, showing hours of attendance.

#### **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):

- develop staff's awareness of the Foundation Stage to help develop teaching skills
- develop the planning and evaluations of activities to successfully move children onto their next stage of development
- explore methods to expand activities and extend learning for more able children.

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)