

Braeside Day Nursery

Inspection report for early years provision

Unique Reference Number	EY268480
Inspection date	11 February 2008
Inspector	Lesley Boyle
Setting Address	47 Braeside Road, London, SW16 5BG
Telephone number	020 8679 8954
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Registered person	Cooperhay LTD
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 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?

Braeside Nursery opened in 1996 and the present owner took over the nursery in 2003. It operates from four rooms in a house in Streatham Vale. The nursery serves children from the local area. It is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 25 children from seven months to four years on roll which includes 12 funded children. Children attend for a variety of sessions. The nursery currently supports a number of children who have English as an additional language and is able to support those with learning difficulties and/or disabilities.

The nursery employs nine members of staff. Of these, seven hold appropriate early years qualifications. The nursery receives support from a teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is consistently promoted because there are good daily hygiene procedures in place which minimise the spread of infection. For example, all areas are checked and cleaned daily and children wash their hands before snack and meal times. They are building up their understanding of the relevance of good personal hygiene because staff discuss these issues with them, for example, talking about the need to wash germs away before eating. Staff act as good role models, wiping down surfaces with antibacterial sprays before serving snack and after children have eaten to help children stay healthy. Children's health in an emergency situation is promoted because staff hold appropriate first aid qualifications. There is clear guidance regarding action to be taken should a child become ill whilst at the setting and also covering the exclusion of children who are unwell, further minimising the spread of infection.

Children learn about healthy eating during discussions with staff at snack and meal times, for example, they learn about food that gives them energy to run around and that fruit and vegetables keep them healthy. A healthy eating policy is in place and children are provided with fresh fruit or other healthy options at snack time and their meals are home-cooked using fresh ingredients. There is a procedure in place for children to have drinks when they want them and staff regularly remind them to do so.

Children get a suitable amount of physical exercise. They take part in organised activities such as action songs and rhymes, dancing and the use of push along toys or balancing equipment. Staff organise sessions so that children sometimes use the outdoor facilities for planned activities or free-play when the weather permits. However, this is infrequent for the youngest children and limits their access to fresh air as well as the learning opportunities that the outdoor environment provides.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure premises, which is welcoming. Doors are kept locked and visitors sign in when entering the premises. Children use a comprehensive range of toys and equipment that are of good quality and safe. Indoor equipment is kept clean, in a good state of repair and is frequently checked for safety. Children's ongoing safety is given priority because staff have a sound understanding of this area. They carry out daily checks to identify potential hazards, taking appropriate steps to minimise or remove these. However, the peeling paint in the baby room due to the removal of a mirror poses a potential hazard to young children.

Children are kept safe during outings because staff are vigilant when they escort children on walks around the locality. They make good use of these times to talk to the children about road safety, thereby helping them learn how to keep themselves safe. Fire procedures are displayed and there is a system in place for practising evacuation procedures with all the children on a regular basis.

Children are kept safe from harm because staff have acquired a good understanding of child protection issues and are aware of their responsibilities. Senior staff have attended suitable training and appropriate policies and procedures are shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children demonstrate their enjoyment of their time at the setting as they participate in a suitable range of activities and play opportunities. They settle in well because staff have good settling-in ideas and procedures and children feel confident to approach staff for reassurance. All children join in eagerly during the free-play sessions, which are provided by key workers each day. They freely access toys and equipment during these sessions, which helps them to pursue their own interests. However, the morning routine offers limited opportunities for free access to practical activities and this affects their opportunity to develop their creativity and imagination.

Warm and caring relationships between adults and children are evident. They communicate easily with each other and this helps children to enjoy and achieve. Children work well alongside each other, for example, sharing books and playing collaboratively with weighing equipment. They cooperate well together when tidying up and are very conscientious about sorting resources and putting them back in the right containers.

Babies and young children settle well and become secure in their relationships with staff because staff take time to get to know the children, making sure that they are aware of all routines. They are provided with interesting and developmentally appropriate activities, for example, dancing, playing with balls and musical instruments. Particular attention is paid to ensuring that the staff have all relevant information from parents and that the parents are kept well informed of their children's daily progress and activities. Children feel confident and valued because staff are caring and demonstrate their genuine interest in the children. For example, a child who is finding it difficult to settle after lunch is sensitively directed by a member of staff to an activity that she knows he will enjoy.

The careful planning of activities for all age groups ensures that children are consistently offered a range of opportunities which are usually linked to their individual needs and capabilities. Staff have a good understanding of the 'Birth to three matters' framework and utilise this in their planning and assessment for younger children, ensuring that their play is fun, purposeful and stimulating.

Nursery Education

The quality of teaching and learning is good. Children benefit from an adequate range of practical activities over the course of the day because staff have a sound knowledge of the Foundation Stage curriculum. Although the activities are carefully thought out and linked to the stepping stones they are sometimes overly formal for the children's age and development which inhibits children's enjoyment of the activity. Written plans for activities are sufficiently detailed and linked clearly to the stepping stones and next steps for the children are highlighted. This means that children's progress is constantly being monitored and their learning optimised.

Staff support children well and have fun playing alongside them. They help children to consolidate and extend their learning because they know the children well and are very skilful in helping children to think further. Staff use a variety of methods to teach and promote learning including open-ended questions to extend their thinking, for example, during reading time staff encourage children to explore the texture of the pictures, asking what it feels like and extending their vocabulary with words such as 'smooth', 'silky' and 'fluffy'.

Children enjoy reading and get pleasure from sharing stories with staff and each other and point out words and pictures as they predict what happens next. The nursery provides acceptable

writing opportunities through day-to-day activities such as role play and drawing, although the use of colouring-in sheets and restricted writing equipment hinders their creativity. Some older children are beginning to write their names and they are well-supported by staff in doing so.

Children confidently use mathematical language and have a good understanding of mathematical concepts, for example, during an independent weighing activity children were able to make deductions like 'this one is heavier because I have put in too many. I need to take some out to make it the same.' Staff are skilled in bringing numbers into everyday routines and as a result children make very good progress in calculations, responding enthusiastically to solving number problems. Children count to 20 and beyond and are given challenging opportunities to explore numbers like counting in twos and counting in 10s to 100. Children have a good grasp of shape through the thoughtful activities provided for them, for example, through making shape mobiles, and also through the use of resources such as shape puzzles where the children were able to name shapes such as 'hexagon' and 'trapezium'.

Children learn about their local environment through visits to the post office and pet shop, as well as visits from a fire officer. Staff extend their understanding of the wider world through topics such as 'Black Africa' month, Diwali, Eid and Jamaican day. Parents contribute their knowledge and resources so the activities are both relevant and exciting. Children participate in an adequate range of craft activities such as modelling, collages and painting. Some activities involve pre-prepared shapes or templates, which do not encourage children to develop their imagination. Children enjoy music and movement and sing their favourite songs during circle time.

Children's physical development is suitably promoted as they develop an awareness of different forms of movement through organised activities such as music and movement sessions, action rhymes and they develop their coordination skills through activities such as catching balls. Their dexterity is developed as they manipulate small objects such as construction and modelling tools. Staff talk to the children about the importance of developing muscles and this further contributes to children's understanding of keeping themselves healthy.

Helping children make a positive contribution

The provision is good.

All children are valued and respected. They are warmly welcomed into the nursery by the staff who are on hand to meet and greet the children and their parents. They have access to a suitable range of resources and activities, for example, learning French, to promote a positive view of the wider world and increase their awareness of diversity.

Children's behaviour is generally good as the children are interested and move confidently around the nursery accessing the equipment or resources. Adults carefully explain what they expect children to do in a way that the children can understand, to help them behave appropriately. Staff encourage children to respect each other's needs and to use conventions such as 'please' and 'thank you', acting as positive role models themselves. Their support for the children is evident and ensures any incident is dealt with calmly and with consideration for all involved. There is a motivated team spirit throughout the setting which reflects positively on the children who get on well with one another, usually play happily together and sharing resources. Children's spiritual, moral, social and cultural development is fostered.

Children who have learning difficulties and/or disabilities have their individual requirements recognised and consistently met. There is a clear policy supporting this and staff ensure that this is always implemented. Staff have up to date training and work with other professionals and parents to make sure that children's individual needs are met.

The partnership with parents is good. Parents are encouraged to share information about their children through informal daily discussions. Positive relationships effectively support children's care and contribute to the progress of children who receive nursery education. Parents receive regular information about nursery activities in newsletters and notice-boards and through formal and informal meetings, so that they can support their children's learning at home. The nursery also has a clear system in place for recording complaints or concerns raised by any parent.

Organisation

The organisation is good.

Overall, the children's needs are met. The manager is well-informed and has a sound knowledge and understanding of the National Standards. As a result, good procedures for maintaining children's safety are in place and implemented effectively. For example, essential training such as first aid is well organised to make sure that staff are up to date with current best practice. The manager uses effective recruitment procedures which ensure that the staff have appropriate experience and the necessary qualifications to carry out their role. All staff are rigorously vetted to ensure that they are suitable to work with children and all of the legally required documents, which contribute to children's health, safety and well-being, are in place.

Children's care is enhanced by good organisation of the nursery where play space is carefully thought out to provide a safe and stimulating environment. High staff ratios are maintained so that children have one-to-one and small group activities and an effective key worker system enables both parents and children to build relationships with individual staff.

Leadership and management is good. Staff have a good knowledge of the Foundation Stage curriculum and generally support the children skilfully in their activities. The manager is motivated and keen to improve the care and education for all children. Regular meetings, both formal and informal, ensure that the staff consistently evaluate and reflect upon their practice. The manager, who takes time to work directly with the children, is a good role model and has clear vision for the future of the setting. She assesses the nursery education and identifies areas for improvement, such as changes in the way planning is organised.

Improvements since the last inspection

At their last inspection the nursery were asked to develop and implement a range of suitable activities and play opportunities for children's overall development under two years and to ensure that all staff follow the correct procedures for preparing babies food and bottles. Staff have now attended 'Birth to three matters' training and have devised a new planning system to introduce more activities and opportunities for babies. They have also invested in new equipment and resources to cater for young children. All staff know how to use the steriliser and have been advised of hygiene procedures to follow when preparing the babies food.

The nursery were asked to devise and implement an induction programme that includes students. Staff and student handbooks are now in place as is a new staff induction policy which is accessible to staff at all times. New staff are given a thorough induction and are given a few

weeks to settle in before assuming all their duties. The nursery were also asked to make sure that all necessary records are signed by staff and parents and all policies and procedures relate to practice within the nursery. All necessary consents are obtained by parents and accidents and medication records are signed by both staff and parents.

At their last nursery education inspection the nursery was asked to introduce a rigorous system to monitor and evaluate the quality of teaching and planning and to ensure that there are sufficient opportunities for children to compare number and link simple addition and subtraction to practical activities as well as give children more opportunity to write and to read simple words. The nursery has addressed this by revising their planning which is evaluated on a daily basis. The manager reviews the planning and teaching and offers suggestions for improvement. There are good opportunities for the children to read and to write and they make very good progress in calculation.

The nursery was asked to increase opportunities for children to gain independence through investigating and making decisions about their play. They have addressed this by increasing the children's access to resources and by revising their routines to allow children more choice. A further recommendation has been made to increase practical activities to allow children more opportunity to develop their creativity and imagination.

The nursery was also asked to increase opportunities for parents and carers to be involved in their children's learning through a variety of methods. The nursery has an open-door policy to parents and invites them to cultural days and events. The planning is available on the door of each room and staff are always accessible to talk to parents about their children's progress.

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 the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- minimise hazards in the baby room (this refers to peeling paint)
- provide regular good quality outdoor experiences for all children.

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 the range of practical activities provided for children that they can freely access which will allow children to promote their creativity and imagination (this also refers to care).

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