

Elizabeth Terrace Day Nursery

Inspection report for early years provision

Unique Reference Number	EY263363
Inspection date	07 April 2008
Inspector	Mandy Mooney
Setting Address	18-22 Elizabeth Terrace, Eltham, London, SE9 5DR
Telephone number	0208 294 0377
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Registered person	Asquith Court Nurseries Limited
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 satisfactory. 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?

Elizabeth Terrace Day Nursery has been opened since 1998. It is a privately run business, which was taken over by Asquith Court Nurseries Limited in 2003. It is located in Eltham, just off Eltham High Street and offers a service for children from the local and wider Borough.

The nursery is based in a purpose built building, located over two floors and has sole use of three base rooms, kitchen, staff area and toilet facilities, an office and an outside play area. The Centre has good transport links and is close to local shops and facilities.

The nursery opens five days a week, for 51 weeks per year. Opening hours are 07.45 to 18.15 daily. Children attend various sessions a week and children with learning difficulties and/or a disability and those who speak English as an additional language are fully supported. There are currently 68 children on roll, of these 22 receive nursery education funding.

Sixteen staff work directly with the children at any one time and over 50% have or are working towards an appropriate early years qualification. The setting receives support from a teacher/mentor from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff implement appropriate cleaning and hygiene practices to ensure children play in a suitable environment. This includes a cleaner contractor coming into the nursery before the children arrive to thoroughly clean the nursery and staff are vigilant about cleaning as they go. The risk of cross contamination is reduced because staff wipe down furniture with anti-bacterial spray frequently. Whilst changing nappies they wear disposable gloves and aprons, which are changed after every nappy change; they also ensure the changing mat is wiped down between changes and that nappies are promptly disposed of. However, the bathroom area for the older children is somewhat disorganised and best use is not always made of the storage facilities in this area. For example, several medicated creams are kept on the window ledge, which although is out of reach of most children, this is not true for the older or taller children who could potentially access these. This is similar to the storage of creams in the baby changing area, where the window ledge is at the end of the changing unit. This potentially compromises the health of children. Children have appropriate personal hygiene routines, such as regular hand washing and children's welfare is effectively promoted as all children have spare clothes in the nursery so they are suitably dressed to match the weather and are promptly changed if there are any little accidents.

Appropriate policies and procedures, such as sick child, administration of medication, and accident procedures are in place. Furthermore, these policies are reflected in practice and contribute to maintaining the medical health of children. Several staff hold a first aid qualification and first aid boxes are readily available. This means staff are able to deal with medical emergencies should the need arise.

Healthy eating is well promoted in the nursery. Staff are aware of children's dietary restrictions and meals and snacks are varied and enjoyed by children. Menus are based on the ideas of 'Annabel Carmel' and as such offer a variety of tastes, including different cultural dishes, such as Singapore noodles and chilli con carne. Adaptation to the menu meets the needs of all children and this includes weaning babies and pureed food for the younger ones. Menus are displayed, though this is not always reflective of what the children are having on the particular day and this means parents are not fully informed beforehand of what their child will be having.

Children have daily opportunities to take part in physical exercise, such as using the outdoor play area. This enables them to run, jump, ski and climb with increasing skill and get fresh air. However, the range of resources to support this area are somewhat limited and this impacts on the variety, challenge and excitement offered to children. Furthermore, although children enjoy this time, opportunities for children to learn about the benefits of having a healthy lifestyle are not explored regularly, which means the important messages of keeping themselves healthy are not reinforced by all staff.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a bright and welcoming environment. A recent refurbishment to the building means all rooms are well decorated and maintained. An intercom system that films who is at the door means staff are able to monitor who comes and goes and also guarantees children are kept safe and secure on the premises. This is further enhanced through the consistent use

of a visitors book. The three base rooms are well organised, with beautiful wooden, child sized furniture and this enables all children to take part in play opportunities and to feel comfortable in the surroundings. The organisation of the bathroom is less successful; for example, there are areas where children's spare clothes are piled up, potties left on the floor, even though these are not being used at present, and a large plastic bag of empty carrier bags hanging at the children's level, partly blocking the path to the urinals. Furthermore, best use is not made of the new storage cupboards in place, as one is almost empty. Children play with a suitable range of quality, well maintained and safe toys and resources. These are stored at their level to encourage them to make choices about their play and to take responsibility for tidying up after play. Sleep time is well managed and staff ensure children are effectively supervised and made comfortable and this enables them to rest and relax.

Staff implement some effective strategies to promote the safety of children, such as ensuring children are appropriately supervised at all times, and communicating effectively to let each other know if they are leaving the room. A corporate risk assessment is in place and adaptations to this have been made to meet the needs of the individual setting. Furthermore, staff carry out a visual check of the premises prior to the children arriving and after they leave. However, on occasions, safety measures are not consistently implemented in all rooms, for example, unused low level electrical sockets are not always covered to ensure children do not access them.

Suitable policies and procedures are in place to safeguard children. Staff demonstrate a sound understanding of their responsibility to protect children from harm or neglect. Some staff have attended recent training in this area and others are waiting to attend. The manager is the designated person with responsibility in this area and parents are aware of the group's responsibility to safeguard their children, however the up-to-date procedures are not displayed on the parents notice board and this means the information given is not completely current.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and most separate from their parents easily and are confident in the environment. Staff provide a range of activities and opportunities to stimulate children in all areas of development, some spontaneous and others planned, based on the observations carried out the previous week. Staff have a sound knowledge of the Birth to three matters framework and use this as a guide for planning for the younger children. The routines and experiences are very child led. However, on occasions, particularly for the younger babies, the variety of toys can become a little boring because there are not always sufficient resources to alternate. Children enjoy their time at the nursery where they move around the room making choices about their play and staff support children's learning effectively by being available and providing additional resources when requested. Staff have close and caring relationships with children, who readily approach them for cuddles and to share stories.

Overall, children are well supported in the setting as staff implement a key person system to support children's emotional wellbeing. Key persons are responsible for settling in new children and developing a caring relationship outside the family home. As a result, children build positive relationships and separation from parents is positive. Key persons are also responsible for liaising with parents to share information about children's wellbeing and developmental progress.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a clear understanding of the Foundation Stage curriculum and use this effectively to observe, plan and assess children's learning. The activities and opportunities provided are based on children's interests, which staff focus on to extend. An area is chosen from a particular child's observations and then the activity is organised from this and all children are encouraged to be a part of the activity. However, staff do not routinely evaluate the experiences provided for children and this means it is not evident how these are changed, amended or adapted in the future. Staff spend some time sitting with the children, encouraging their participation, however, on occasions too much focus is placed on getting things ready and doing chores and this can mean quality time is not afforded and this impacts on children's enjoyment and does not encourage their concentration skills. Overall, children enjoy their time in the setting and staff know the children well and can identify that children are making steady progress towards the early learning goals.

Children's personal, social and emotional development is fostered as children are settled and secure in the setting. They show good levels of confidence and self esteem and show a sense of belonging as they know where their belongings are kept, ask to go to the toilet, are confident in helping themselves to drinks and serving themselves at lunch time. Children feel safe and have developed a sense of trust as they have formed positive relationships with adults, greeting them as they walk in the room, or approaching adults to ask them what they are doing. Children generally behave well, however, on occasions the atmosphere becomes somewhat chaotic as staff rush around trying to get things done and this can impact on their behaviour. Children have daily opportunities to practise their mark making skills, for example, at the literacy table which has resources close by so that children can choose their own resources. Some children can form letters in their names, however, opportunities for them to practise writing their names is limited because staff routinely do this for them. Many children can recognise their names from their peg as they come in and on name cards on the literacy table, however, systems to reinforce the recognition are not consistent, for example, the system for children to choose their name or photograph at the beginning of the session is no longer used and children do not routinely choose their names for their place setting at lunch time. Children have access to a suitable range of books and a comfortable area to sit and enjoy books. Children's understanding of mathematical concepts are sound, for example, most four-year-olds can count to ten and beyond and their ability to recognise numbers and shapes is improving as staff have developed books to support this area.

Children run, skip, hop and jump with increasing confidence. They show good spatial awareness as they negotiate each other and furniture indoors and make effective use of the outdoor space. However, the resources to support and enhance children's large motor skills are limited and those available lack challenge, risk and excitement for the older or more able children. Creative experiences form a main part of the day for the children. They enjoy expressing themselves in role play, small world play and when reading books. Staff plan a range of different painting and model making activities for children, including printing and free painting at the easel and children have created some interesting models of the homes. They have song time, where they sing familiar songs. However, sometimes these are not well thought out and as a result children's enjoyment is affected. They are learning about living things, for example, by planting flowers and having to look after them to ensure they live and they have regular opportunities to learn about and use information technology as there is a computer in the room.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are well known by staff who work together to meet these as effectively as possible. Staff plan activities and experiences to help children feel good about themselves, for example, a recent display in the pre-school room on 'our families', having children's work displayed around the rooms and having photograph albums showing children taking part in various activities. Children have some opportunities to learn about others, for example, through celebrations of different festivals, however, the acknowledgement of such festivals are not reflective of the children who attend and furthermore, the resources to reflect diversity in the local and wider community are somewhat limited. Children have access to a variety of role play equipment and books to reflect cultures and experiences. Opportunities for children to go out and visit local places of interests are few because of the stipulation regarding required ratios and few visitors from the community are invited in. This means opportunities to extend children's learning and understanding in this area can be restricted.

Sound procedures are in place to meet the needs of children with a learning difficulty and/or a disability. A named special educational needs co-ordinator is in place, who has attended appropriate training in the role and is confident in working with parents and others to access necessary support and resources. Children behave well because they know the rules and boundaries in place and staff are consistent in their approach to behaviour management. On occasions, in the pre-school room, the atmosphere can become quite hectic because of staff's attempts to organise chores and this impacts on children who become boisterous. Staff are skilled at reassuring and calming children, getting down to the child's level, explaining why behaviour is unacceptable and the impact on others. Furthermore, staff ensure children's positive behaviour is acknowledged through praise and encouragement. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Staff have friendly relationships with parents and information is exchanged verbally on a daily basis. A written 'bunny' record is completed for the youngest children to ensure important information relating to the routine and day is passed on. This ensures continuity of care between the home and nursery setting. Sufficient opportunities are in place for parents to come into the nursery to discuss their child, for example, open days and parents evenings. Furthermore, an information board is readily available in the foyer, which contains some informative information, such as, information on the Birth to three matters and Foundation Stage frameworks. Although policies and procedures have recently been updated, the ones displayed are not fully reflective of current guidance. This means the information relating to the care offered is not accurate. Key persons maintain regular observations of children's development and these are recorded in the children's profiles, which are available to parents. Next steps for learning are devised from this information, however, parents do not contribute to the process of developing the next steps for learning and this means they are not actively involved in their child's learning.

Organisation

The organisation is satisfactory.

Children are cared for by a committed and skilled group of staff who work well together to meet their individual needs. A robust system is in place to ensure suitability and annual appraisals are used to assess and confirm ongoing suitability. Staff are experienced and most hold a recognised childcare qualification. Opportunities for ongoing professional development are in place and this ensures practice is reflective of current guidance and regulations. Space within

the base rooms is well used and organised, however, the organisation within the bathroom area is less successful. Ratios are maintained to ensure children's safety and well being and this is reflected in the accurate records of attendance for staff and children. Required records, policies and procedures for the safe management of the provision are in place and stored in a confidential way, although those on display for parents are not reflective of current guidance.

Leadership and management is good. The manager has a very positive approach to working with her team within the nursery and others, such as an advisory teacher and the childcare and education manager within the organisation to provide good nursery education and to help all children progress. A corporate system is in place to monitor the effectiveness of the provision offered and this has highlighted strengths and areas for improvement in both care and nursery education. Steady progress has been made since the last inspection and most of the areas for improvement have been addressed. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Several recommendations for good practice were raised at the last care and nursery education inspection. The provider agreed to ensure parents sign the record to acknowledge medication has been administered to their child, to ensure staff attendance is accurately recorded and ensure the child protection procedure has regard for current legislation. All of these have been completed and maintained and contribute to ensuring the required records are in place, however, the child protection procedure displayed on the parents notice board is not the updated one and therefore does not show the safeguarding children procedure. The provider agreed to ensure there are suitable toys and play materials to meet the developmental needs of all children and to review the planning to ensure the individual needs of the children are met and that staff plan to build upon what children already know to help them move onto the next step of their learning. The range of resources and toys are sufficient, however, the range to enhance children's large motor skills and those to reflect a positive image of diversity are somewhat limited. Learning profiles are maintained for all children and these record the observations and assessment for each child, which is used as a tool for planning.

The provider agreed to review the management system for monitoring the effectiveness of the curriculum and improve the system for monitoring children's progress, to ensure the information is kept up to date and is used effectively to meet the needs of the older or more able children and ensure this information is shared with parents and that parents are given the opportunity to contribute to their child's learning. A new monitoring system has been implemented for both care and education and this highlights areas of strength and those that require improvement and staff use this to develop an action plan to make improvements to the curriculum. Comprehensive child profiles are maintained that show how all children are progressing. However, the system for involving parents in the process of devising the next steps for learning is not secure and this inhibits their ability to actively contribute to their child's learning.

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

- provide appropriate storage for medicated creams
- review and improve the organisation and storage facilities in the bathroom area
- ensure parents are actively involved in their child's learning by involving them in developing the next steps for learning for their child (also applies to nursery education)
- review and improve the range of resources, activities and opportunities to reflect a positive image of diversity and to enable children to learn about themselves and others

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):

- review the role of the adult to ensure the children are fully supported in their learning and encouraged to concentrate and complete a task
- review and improve the range of activities and resources to support and extend children's large motor skills
- develop a system to evaluate the success of activities and opportunities to enable these to be adapted or changed to influence future improvement

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