

The Whitehouse Day Nursery

Inspection report for early years provision

Unique Reference Number	144729
Inspection date	29 April 2008
Inspector	Janet Sharon Williams

Setting Address	331 Norwood Road, London, SE24 9AH
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Registered person	Sofie Ahmed
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Type of inspection	Integrated
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Type of care	Full day care
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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?

The Whitehouse Day Nursery opened in 1991 and operates from two rooms situated on the ground floor of a detached house. A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 22 children aged from two to under five years on roll. Of these, 17 children receive funding for early education.

The nursery employs four members of staff. Of these, three hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in an environment where routines are in place for promoting some hygiene practices. For example, they are encouraged to wash their hands after outdoor play and using the toilet to prevent germs. However, routines for when children wash their hands prior to snack time is not always acceptable. Although the nursery is cleaned daily, some of the areas of the nursery are not clean, such as, the walls and floor surfaces.

Clear written procedures are in place for if a child becomes unwell while at the nursery and

for administering medication, for example, no medication would be administered without prior parental permission. Medication administered is clearly recorded and parents requested to sign the information on collection of their child. A few staff hold a current first aid certificate and there is a first aid box on site, which is suitably stocked. This means staff can give appropriate first aid in event of an accident.

Children's individual dietary requirements are respected. Menu plans ensure that children are provided with a balanced diet. Children benefit from healthy options at snack time, for example, raisins and varied fruit, such as apples and oranges. Drinks are offered at regular intervals and fresh drinking water is readily available at all times.

Children enjoy daily physical exercise that contributes to keeping them healthy. For example, they make good use of the outdoor play area where they participate in various games to enable them to can run freely in the open space and get plenty of fresh air. During the wet weather they participate in a range of physical activities indoors, which include various exercise movements.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit through playing in a safe and secure environment. Daily risk assessments both indoors and out means that children can play, learn and explore without danger. This includes ensuring that sockets not in use are covered, areas outdoors are free from hazardous and dangerous substances, toys and equipment are suitable and in good condition and areas children are not allowed to access are fitted with a stairgate. Regular fire drills are also practised and recorded, no person can enter the premises without ringing the door bell and the well deployed staff ensure children are supervised at all times.

Children play in an organised environment. The extensive range of resources and activities create a stimulating and accessible play and learning environment for children in all play rooms, for example, a book corner area where children are able to access a good range of books and home corner with a wide selection of play materials where children can dress up and role play. Resources and play materials also include paint easels with a useful range of coloured paints, trains and a good range of board games and puzzles, musical instruments, threading beads and construction toys, such as, large and small bricks.

Children are protected through staff having an appropriate knowledge of many of the possible signs and symptoms of abuse, enabling them to assess risk and protect children. Written documentation includes how to keep children safe and protect them from harm and the

procedure in which would be followed in event of allegations made against a member of staff. Details also include relevant contact numbers, such as, social services and the police child protection department.

Helping children achieve well and enjoy what they do

The provision is good.

Children are able to develop and learn through play because staff have a well structured and organised activity plan which includes the new Early Years Foundation Stage Principle, the current Foundation Stage of learning and the Birth to Three matters.

Children enjoy attending the nursery, are happy, settled and relate well to each other. There is a key worker system in place that enables staff to establish good relationships with children. They comfort children when they are upset through showing them affection with cuddles. Children are interested and fully involved in activities, keen to communicate and to find things out for themselves. Staff plan a range of interesting activities which cover all areas of development. Children can choose and help themselves to what they want to play with from a wide range of equipment and resources within the environment indoors and out. Children frequently enjoy role playing and take on different roles. For example, they take pleasure being cooks, waiters/waitresses and customers in restaurants. Staff positively interact with the children and role play to extend their imagination creatively. Children are also able to participate in a range of additional activities whilst enjoying the freedom of outdoors. For example, resources and play materials are set up in the outdoor play area, such as painting, sand, play dough, home corner materials and various physical games.

Nursery Education

The quality of teaching of learning is good through staff's sound understanding of the early learning goals and stepping stones. Staff make regular observations and record achievements in children's profiles. These also include photographs of the children being involved with various teaching and learning activities. All in which helps staff to plan for each child and ensures their learning and developmental needs are met. Children are happy and confident in the setting. They have the opportunities to develop their self help skills, such as helping themselves at snack time and pouring their own drink. Children learn to socialise with each other using their imagination through role play, such as, dressing up and cooking in the home corner. Resources encourage children to be creative, use their imagination and develop their self esteem. Children work well independently and co-operate well when working mainly in small groups. The organisation of story times does not always engage and interest all children, for example, some children listen and communicate attentively when asked open ended questions at story time to make them think. Although, staff do not always use story time and other opportunities, such as picture board games to link sounds and letters. Children are confident writers and can phonetically identify letters relating to their names and others. They frequently attempt writing, opportunities are given for them to practice writing in a number of situations. For example, they use note pads and pencils when role-playing.

Children can count confidently and recognise numbers that are important to them. For example, they know how old they are and recognise numbers on the computer keyboard. They participate in number activities during free play and enjoy number rhymes and songs. Children use their knowledge competently to choose from a range of shapes to make models of correct proportions which relates to the theme project, which is moving transport. They use their imagination creatively making cars and trains using small constructive resources. Their knowledge and

understanding of the world is enhanced through using the computer, are competent with the mouse to create art work and use colours for their drawings. Children are confident in using information technology. Children also learn about different cultures, beliefs such as Hanukkah, Eid ul-Fitr and the Maypole Festival.

Children move confidently and in a variety of ways. They are competent when using the climbing frame. They show good co-ordination when jumping, running, balancing and hopping on one leg. Children's hand and eye co-ordination is good. They are skilful when playing throwing and catching games with a bean bags or a ball. Children also develop their small muscle control through using a range of small tools when cutting or making shapes with the play dough.

Helping children make a positive contribution

The provision is good.

Children learn to respect other cultures through activities and the varied range of play materials that reflect diversity and disability awareness. For example, they have access to a good range of books, puzzles, play materials and participate in planned activities that celebrate a variety of festivals, such as, recently addressed Australia day.

Children's individual needs are met. There are currently no children with learning difficulties or disabilities attending the nursery. However, their needs would be addressed through appointing a designated member of staff and would ensure that they are fully integrated within the nursery setting to promote their well-being and care.

Most children behave well, are able to share and take turns. However, where behaviour management is required, children respond effectively to the staff. Inappropriate behaviour is dealt with through staff taking time to explain right from wrong or removing children from the situation. There is a clear policy for discipline and staff have consistent and appropriate expectations of the children and use positive methods. For example, staff praise to encourage good behaviour. They are a good role models, calm, relaxed and friendly towards the children. This fosters children's spiritual, moral, social and cultural development.

Children are well looked after through staff gathering relevant information about the children prior to admission. This includes medical information relating to allergies and likes and dislikes. All other mandatory requirements are gathered, such as children and parents details. Children's daily diary sheet includes parents and staff comments. This ensures continuity of care, individual needs and routines. Parents know who their child's keyworker is and their wishes are respected. Parents also receive a newsletter approximately every three months. There is a comprehensive complaints procedure in place which includes Ofsted's contact details. Parents are very happy with the care and support their child receive within the nursery.

Partnership with parents and carers receiving nursery education is good. Parents contribute to their children's learning through bringing something in for planned activities and are able to loan books. Although, parents do not contribute to an initial assessment of their child, to help staff to build on what children already know. They are invited to attend a parents' evening once a month, where information between staff and parents is shared about children's learning and development. Parents also receive a copy of the nursery's activity plan which includes all the areas of learning.

Organisation

The organisation is good.

Children are cared for in a secure and caring environment. They are cared for by qualified and experience staff. Rigorous procedures are in place to ensure that all staff appointed are suitably vetted and have a Criminal Record Bureau check clearance. Good staff children ratio is in place. Children's daily routines allow for active and quiet play, meals and time outside. The organisation of the nursery provides a creative, balanced stimulating and accessible play and learning environment for children.

All of the mandatory and recommended policies and documentation are in place, this includes the recording of the arrival and departure times of children and staff, permission obtained from parents for emergency medical treatment and accidents have been documented.. The nursery also has clear written details on the procedure to follow in event of a complaint being made.

Leadership and management is good. Management actively encourages staff to undertake relevant training. They have access to the local authorities training manual with various courses to assist them in their practice and ensures continual improvement in the outcomes for children. The staff team work well together in planning children's day for individual children. This also contributes and supports children's learning and development within the setting.

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

Improvements since the last inspection

At the last Children's Act inspection, actions raised were to revise the uncollected child policy and procedures to be followed when no contact can be made with parents or carers; devise and implement a policy to be followed in the event of a child being lost and make sure staff are aware of this; improve the children's toilet facilities to ensure that the dignity and privacy of children are respected; assess the risks to children and adults in relation to the outdoor area, and staff toilet facilities and fire safety and take action to minimise these; make sure enough staff are trained in first aid to ensure that at least one member of staff with a current first aid certificate is on the premises or on outings at any one time; ensure that anyone responsible for food preparation and food handling is aware of, and complies with, Environmental Health requirements; devise and implement a policy about the administration of medication and make sure parents are made aware of it; make sure that the first aid box is sufficiently stocked, regularly checked and replenished as necessary; ensure that the child protection procedure complies with those of the Local Safeguarding Children Board and develop staff's knowledge and understanding of child protection issues. All have been satisfactorily addressed to promote, safeguard and support the well-being of children being cared for.

The Nursery Education inspection recommend to improve assessments to provide a clearer picture of children's progress over time and their next steps in learning and develop a planning system that ensures that each child's learning and developmental needs are met. To also introduce a system to monitor the quality of teaching and learning so that areas for improvement are identified and quickly addressed. Children's activity plans and profiles clearly demonstrate how children are developing and learning covering which include the six areas of learning within the Foundation Stage.

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):

- review routine for hand washing before snack time
- ensure areas used by the children are satisfactorily clean, for example, floors and wall surfaces

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 organisation of large group activities, for example, story time

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