

Sweetcroft Day Care

Inspection report for early years provision

Unique Reference Number	EY363185
Inspection date	16 June 2008
Inspector	Victoria Vasiliadis
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Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Sweetcroft Day Care opened in 2007, it operates from a main hall within a scout building in Uxbridge in the London borough of Hillingdon. There is an enclosed patio area at the back of the premises which allows children access to outdoor play.

The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. It is closed for a week over the Christmas period.

A maximum of 26 children under eight years may attend the nursery at any one time. Currently there are 24 children on roll. There are three children over eight years who also attend before and after school.

There are six practitioners who work directly with the children, four of whom hold appropriate early years qualifications including the manager. There are two staff working towards level 2 and 3 qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Meal times are very well organised and a sociable event, the children enjoy talking to peers about their likes and dislikes and what they have done whilst at nursery. The children are offered healthy snacks and lunches, which include sandwiches with a selection of fillings, fresh fruit and breadsticks. Staff ensure children's dietary requirements are met as they obtain the relevant information from parents to ensure they are fully informed of the child's needs.

Children's health and well-being is extremely well promoted within this setting, they are cared for in a clean and well maintained environment. There are extensive health and hygiene policies and procedures in place which staff implement to ensure the safety and welfare of the children. For example, children are encouraged to wash their hands after visiting the toilet and before eating their lunch. In addition, all the children have plastic folders with their own wash cloths and toothbrushes and brush their teeth after lunch. Effective procedures are in place for administering medication and managing accidents and almost all staff hold valid first aid certificates.

Children enjoy regular fresh air and exercise. The garden is used as an extension of the indoor area and children can access it during the day as they wish. They confidently run around and develop an awareness of the space around them. The children have access to a selection of equipment, such as hoops, balls of varying sizes, bikes and cars. The children enjoy making up rules to their own games and confidently give instructions to their peers and staff about what needs to be done. For example, one child told the small group of children that they must all shut their eyes whilst she threw balls which they must catch.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely around the environment as staff are vigilant in ensuring risks and hazards are minimised. For example, risk assessments are carried out on a daily basis to ensure all areas used by children are safe and free from potential hazards. Clear fire evacuation procedures are in place, fire fighting equipment is in place and exits clearly identified and kept free of obstructions. However, the fire drills are carried out on a yearly basis, this may have an impact on new children and staff who have missed the yearly drill, leaving them unclear of the procedures that must be followed in the event of a fire.

Children have access to a range of safe, good quality resources. The well organised, child-height furniture encourages children to have independent access to resources. Staff ensure that children have access to toys and equipment that are safe, in good condition and are regularly checked.

Children are protected from possible abuse or neglect. Staff have a clear understanding of the setting's child protection policy and local Safeguarding Children procedures. They are aware of the reporting procedures to follow if abuse is suspected, and the necessary documentation is in place to support their practice. Staff have familiarised themselves with the setting's policy, this ensures the safety of the children in their care. In addition, those adults who have not undergone checks do not have unsupervised access to the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are making good progress in all areas of their development, as the staff have a comprehensive understanding of how children learn and develop through play and having fun. Planning is in place which is based on the relevant frameworks and activities are tailored to the ages, abilities and developmental understanding of the children cared for.

Children's development is monitored as the practitioners carry out regular observations on the children. These observations are used to complete written developmental reports on the children, which are completed periodically and shared with parents. This enables staff to monitor how the children are progressing, and plan for their future development.

Close and caring relationships increase children's sense of trust and help them to develop a strong sense of self worth. For example, one member of staff sat with a baby on her lap, talking to him and playfully tickled him, which set him off giggling and laughing. The good quality interaction given to the children by the adults is supportive of their early communication skills. Children feel secure enough to ask the practitioners questions, which they do frequently, in the knowledge that they will respond to them in an appropriate and warm manner.

Children are engaged throughout their time within the setting, they play happily with each other and children are encouraged to share and take turns. Children are becoming independent as they choose from a range of resources that are well organised, easily accessible and enjoyed by children, such as sand and water play, musical instruments and a selection of construction equipment. They benefit from resources that are stimulating, challenging and age appropriate in order to extend children's learning and enjoyment.

Helping children make a positive contribution

The provision is good.

Children are provided with a range of resources and visual images that reflect positive images, such as dolls, books, musical instruments and posters. These resources are beginning to increase the children's awareness of diversity and understanding of others within the wider community. The setting has a sufficient understanding of the needs of children with learning difficulties and/or disabilities, although none are in attendance. One member of staff is due to complete training and will be the allocated Special Educational Needs Coordinator.

Children's behaviour is managed in a sensitive and calm manner. Staff respect the children's individual needs using appropriate methods that take account of the child's age and understanding. This positive approach influences the children's behaviour, which in the main is calm and relaxed. Children have an understanding of the boundaries and behavioural expectations of the setting.

Children are settled and comfortable within the setting. Practitioners recognise the importance to the children of working in partnership with parents and carers. Information is shared verbally with parents on a daily basis, through the use of written developmental records, policies and procedures and a daily chart is maintained to inform the parents what the child has done during the day and also relates to their personal needs, such as toileting. This ensures children experience consistent care and parents are well-informed. However, not all parents are clear about who their child's key worker is.

Organisation

The organisation is good.

The nursery is well organised. Toys and resources are easily accessible so that children can choose for themselves, this enhances their independence skills.

Over half the staff working directly with children hold a recognised childcare qualification, there are two staff working towards an appropriate qualification. Staff are well deployed ensuring that children are well supported in activities and clear policies and procedures ensure children's safety. The manager works directly with the children and provides a good role model to staff. In addition, the setting is working with the local authority in order to improve the quality of care.

The setting regularly shares information with parents to keep them informed about their child. This contributes to the continuity in the children's care. All of the legal documents required by Ofsted are in place. The nursery policies and procedures are used effectively to promote the well-being and safety of the children. The setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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

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.

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 information about the children's key workers is exchanged with parents
- ensure fire drills are carried out periodically.

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