

Dawn To Dusk Day Nursery

Inspection report for early years provision

Unique Reference Number	EY332938
Inspection date	08 April 2008
Inspector	Linda Margaret Nicholls
Setting Address	Swanley School, St. Marys Road, Swanley, Kent, BR8 7TE
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Registered person	Dawn To Dusk Nursery Swanley Ltd
Type of inspection	Integrated
Type of care	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.

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?

Dawn To Dusk Day Nursery is a well established provision. It was registered as an organisation in 2006. It operates from a purpose built single storey building in the grounds of Swanley College in Swanley, Kent. The provision includes five play rooms and a fully enclosed outdoor play area. The group opens five days a week for 50 weeks of the year. Nursery sessions are from 07.00 until 19.00. The breakfast club opens from 07.00 to 08.30 and the after school club opens from 15.20 to 19.00. The group is registered to care for 77 children at any one time. There are currently 53 children on roll. This includes 25 children who receive nursery education funding. There are 14 staff who work with the children, all of whom are training or have early years qualifications. The setting receives support from an advisory teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about personal hygiene and good health practices through everyday routines. Staff reinforce hand washing before eating food and after messy play. They ask questions to make children think why they wash their hands. Staff ensure play surfaces, toys and resources are clean, using antibacterial solutions when necessary. Children are protected from infectious illness because they do not attend when they are sick. Clear and effective medical records are maintained. Contact numbers are held securely and parents are informed of procedures should a child become ill or require emergency treatment.

Children are offered healthy foods throughout their stay. They choose, for example, cereals and toast with spreads at breakfast, they eat cooked meals at lunch and have a choice of sandwiches for tea. Children dig up carrots and parsnips, prepare them for cooking and eat them for a snack. Children pour their own drinks of milk from small jugs and fresh drinking water is available at all times. Parents inform the kindergarten of any allergies their child may have.

Children enjoy daily physical activity in the enclosed garden. They climb in and out of equipment and balance on school bench seating. Younger children find it difficult to scoot wheeled toys on the grass. Children join in action songs and rhymes. They know when they need to rest and play quietly at tables or sleep on mats after lunch. They develop dexterity and coordination as they use mark making equipment, paintbrushes or twist their wrists as they clean their teeth.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play safely with direct supervision from staff who are alert and aware to minimise risk. Staff follow safety procedures received at their induction. Ratios are maintained throughout the day. The provider ensures access is monitored. The outside play area is secure. Camouflage netting has been fitted to provide a tented space and shade in the garden. Visitors' details are recorded. Children negotiate easily between equipment and people because there is plenty of floor space. Most activities, such as the messy play area, the book corner or the role play areas are clearly defined in each room. There is good ventilation and natural light. Hazardous items are stored in the kitchen, which children do not access.

Children have a good understanding of how to keep themselves and others safe. They know to put on boots and coats when they go outside because it is cold, to wash their hands with soap, to clean their teeth after meals, to push chairs under tables when they are finished and to hold hands as they walk along the road. They tell visitors when they hear the nursery song that signals it is time to tidy up and enthusiastically pack up equipment. Children practise fire drills each month. They recognise the fire exit sign. All fire safety recommendations are met. Public liability insurance is current.

Children are safeguarded because staff know the procedures to follow should they have any concerns. Latest Safeguarding Children training was undertaken in 2007. A detailed written statement explains the process to be followed should there be an allegation of abuse. Local and national contact numbers are available. Parents are informed of the providers' professional responsibilities through policies, procedures and at an initial meeting.

Helping children achieve well and enjoy what they do

The provision is good.

Children play eagerly and make independent choices from a wide range of freely accessible toys and resources. They explore textures and sensations as they handle Glupe, sand and shaving foam. They learn to cut and glue a range of materials. They know their work is valued because it is creatively displayed. Children engage staff easily and listen to favourite stories, know the names of colours such as orange, blue and brown and recognise number. They use a range of mark making equipment, such as chalk, pencils and paint. They learn to keep time as they sing to action songs or rhymes. Children enjoy outside activities and develop confidence, although the youngest children find it difficult to propel themselves in wheeled toys across the grass.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff in the pre-school room are experienced and enjoy children's company. They work well as a team to plan and provide stimulating resources and activities. They effectively incorporate elements of the Birth to three matters framework and the early years goals of the Foundation Stage. Observations are taken and assessments made to monitor children's individual progress. Key workers liaise with parents, however, children's achievements prior to starting at nursery are not sought. Planning is clear and effective. All staff are alert to children's interests, ask them questions that make them think and allow them time to explore their developing knowledge and skills.

Children learn steadily as staff continually reinforce and extend children's knowledge. They learn the names of numbers, letters and colours such as orange, blue and brown. They know to write for a purpose but have few opportunities to learn about different ways of writing. They practise letter formation although they do not have opportunities to label their own work. Children learn the properties of shapes as they fit wooden blocks together. Children identify numbers, can count and understand the concept of addition. They are fascinated by the feel of Glupe and watch closely as it changes from a solid state to one that flows and drips. They competently colour using the computer programme. They have daily opportunity to learn about kitchen utensils and workshop tools through their imaginative role play. Children move confidently and competently as they walk along the road. They know that a red traffic light means 'stop,' amber means 'get ready' and green means 'go'. Children are developing a sense of time. They identify the 'tidy up song' and voluntarily cooperate to put items away. Overall, the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is satisfactory.

There is no named and qualified Special Educational Needs Coordinator at the nursery. Staff liaise with parents to support children with learning difficulties but are not sufficiently qualified. Children develop self respect and show an established sense of belonging as they are welcomed by name. Senior staff receive children in the foyer. Children relate well to adults they know. They have access to a modest range of resources, including books, dolls and small world figures providing a positive image of race, culture and disability. Alphabets or words from other languages are not displayed. Children learn about their local community as they take walks to the library or local parks. Families provide information about their cultural preferences and individual requirements.

Children are good natured, well mannered and know how to control themselves. They know right from wrong and care for one another and living things. They learn to be polite and to help each other because staff provide consistent explanations for the behaviour they want. For example, children tidy the room and lay out plates and cups at meal times and staff praise them for their help.

The partnership with parents is good. Children receive continuity of care because written agreements are in place and individual details are recorded. Information is shared daily between parents and staff. Newsletters and questionnaires are distributed. The provider has recently established a Parent and Nursery Nurse Association to strengthen links and an open day is planned when parents can experience being a child for a day. Assessment records build through observations and are linked to the stepping stones of the early learning goals of the Foundation Stage. However, parents do not provide details of their child's achievements prior to attending the nursery. Parents are informed of the Birth to three matters framework. Staff qualifications and professional roles are displayed. The provider takes positive steps to ensure parents are kept well informed of all policies and procedures. The complaints procedure provides contact details of the regulatory body. Parents report they are very happy with the nursery, the care and the educational development of their children. They have no problem asking for information and find staff very accessible. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children eagerly explore textures, sensations and develop their skills supported by caring adults. The environment is spacious and welcoming to both adults and children. The completion of maintenance work is not recorded. Toilet facilities for those with disabilities, a wheelchair ramp and an area of all-weather surface for outside play are unavailable. The registered provider ensures adults working with children are suitable to do so. There are few opportunities for children to view samples of other languages. There is no named Special Education Needs Coordinator nor has specialist training for children with learning difficulties or disabilities been undertaken. An recorded induction is given and progressive professional development is promoted following appraisals at three, six and 12 months. The registration certificate is displayed. Required documents are clear, effective and held securely.

The leadership and management are good. Staff apply the Birth to three matters framework and the early years goals of the Foundation Stage to their planning. Some activity and resource planning for younger children is ineffective. All staff have received information of the Early Years Foundation Stage and the operational plan indicates future training requirements. A management team monitors the quality of educational development of children. Children's achievements prior to entry at the nursery are not sought as a starting point to individual progress. Observations and assessments identify children's individual achievements although general learning outcomes are not displayed throughout the nursery. Parents are provided with verbal information of their child's progress daily and can view or discuss recorded assessments on request. Parents are invited to contribute to their child's care and education in a variety of ways, including a Parent and Nursery Nurse Association. The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection five actions were imposed to meet National Standards and the provider agreed to a further five recommendations.

The actions were:

*to improve the supervision of children to promote their safety at all times. Staff have refreshed their knowledge through induction and appraisal procedures;

*to review and improve the system to monitor hygiene practices to ensure hygiene routines and standards are maintained throughout the nursery. Staff wear indoor shoes throughout the nursery and have refreshed their knowledge of hygiene practices through an induction and appraisal procedure;

*to improve the organisation of children, use of space and deployment of staff to ensure the children's needs are fully met and required ratios are maintained at all times. The older age group has moved to front of nursery and after school staff have been employed. However, the middle activity area used by the under one age group is still worked through by adults and children;

*to implement an effective system for recording the attendance of staff and children, including the actual times of arrival and departure. Parents sign in and sign out children and room registers are taken.

The recommendations were:

*to review and improve the management system for monitoring the quality of nursery education. A management team assess the quality of nursery education with the support of an Early Years Advisory Teacher;

*to provide more opportunities for parents to be actively involved in their children's learning. The management has instigated a variety of ways parents can be actively involved in their children's learning;

*to increase opportunities for children to gain a greater understanding of the local community by visiting local places of interest. Children now walk to the local library, to stores and take part in nature walks ;

* to ensure activities are reflective of differentiation for the more able or older children and review the range of resources to support children's physical skills to offer appropriate challenge for all children. Some new equipment has been provided, although this is an ongoing area of development;

*to implement an effective system for evaluating the activities and for identifying next steps for individual children. The Area Manager and senior staff assess and monitor activities. All staff are aware to identify the next steps to learning for individual children.

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):

- consider methods to monitor the completion of maintenance jobs so that all areas of the nursery are safe and secure
- ensure staff working with youngest children have sufficient understanding of child development when planning resources for activities so that children benefit fully from new experiences
- ensure all children with learning difficulties and/or disabilities are provided with resources and staff to support their individual development. SENCO training is urgently required.
- ensure children have access to sufficient and appropriate toilet facilities and a ramp for access to the garden; review access through the middle activity area and consider methods to provide external play in all weathers for all age groups attending.
- consider inviting parents to contribute a record of their child's achievements to use as a starting point for future assessment; consider increasing opportunities for children to view other languages and communication symbols

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):

- consider methods to describe children's learning on displayed work throughout the nursery and encourage pre-school children to attempt to label their own work.

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