

# Orange Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY358948
<b>Inspection date</b>	15 July 2008
<b>Inspector</b>	Gulnaz Hassan
<b>Setting Address</b>	24 Willoughby Road, London, N8 0JE
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<b>Registered person</b>	N8 Properties Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Orange Day Nursery was registered in 2007. The nursery is situated in the London Borough of Haringey in three storey purpose built premises. Children have access to four group rooms and a fully enclosed outdoor play area. A maximum of 59 children may attend the nursery at any one time. There are currently 50 children on roll. The nursery supports children who speak English as an additional language. It also supports children who receive funding for Nursery Education, although none were present on the day of the inspection. The nursery employs 20 staff who all hold appropriate qualifications. In addition, they employ a cook and a cleaner. The setting is open between 08.00 and 18.00 hours, and receives support from the local authority development worker.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's good health is promoted very well as the setting implements effective hygiene procedures to minimise the risk of cross infection and the spread of germs. For example, staff wear gloves, aprons and use alcohol based hand sanitizer during nappy changing procedures. In addition, a number of staff have received food hygiene training to ensure that meals and snacks are prepared and served appropriately to children. Young children are helped to understand the need for good personal hygiene as they are encouraged to wash their hands, with supervision, before meals and after toileting, whilst the youngest children use wipes to clean their hands for instance, after messy play. Older children understand that they must wash their hands at set routine times and they willingly do so independently. A high number of staff hold suitable first aid qualifications and they implement sound procedures, such as recording accidents appropriately and notifying parents about infectious diseases, to maintain a healthy environment for children.

Children enjoy a range of well planned, healthy and nutritious snacks and meals throughout the day. The provision ensures that meals served to children are homemade, consisting of freshly prepared ingredients with a daily selection of vegetables or salads at lunch time and fruit and vegetables at tea and at snack times. For example, at teatime children have mixed bean slices with beetroot salad, salmon fishcakes with coleslaw and mild vegetable tangine with rice. Babies and toddlers have easy access to beakers of water at all times whilst the older children have clearly labelled sports bottles of fresh water to help themselves to.

Children are progressing well in most aspects of their physical development. They enjoy the outdoor play area. They enthusiastically investigate and explore the environment which is well organised and unique with the addition of a gravel pit which children enjoy playing in. Children have access to plenty of relevant equipment such as tricycles and prams, as well as two-seater bicycles that encourage children to work together and co-ordinate their skills at the same time.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are able to move freely and safely throughout the premises and in the outdoor area because staff are attentive to ensuring that rigorous risk assessments are carried out to identify any potential hazards. This ensures that risks are minimised and children's safety is well promoted. The setting has effective procedures in place for the safe arrival and departure of children and the monitoring of any visitors to the premises.

Children in the older age group room have easy access to a good range of play equipment, with the majority of activities and resources stored in plastic drawers in low level cupboards. This ensures opportunities for children to be independent, make choices for themselves and initiate their own play. Good quality equipment and furniture, such as low level feeding tables with safety straps, are provided for the safety and development of babies and young children. However, play materials for younger children are more limited in range and quantity and are selected by staff. In addition, the organisation and storage of resources does not enable children to self-select favourite play materials or to develop autonomy.

Children's welfare is well ensured and safeguarded. Staff have a very good understanding of child protection issues. They are very familiar with the procedures that are vital to safeguard children's welfare within the setting. The policies and procedures available to safeguard children and to inform staff and parents are extensive.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive happy and confident and they quickly settle into the routine, enjoying their time at the nursery. Babies and toddlers are helped to become familiar with staff and the environment through flexible and well considered settling in arrangements. In addition, staff encourage parents to share details of their children's home life and care routine to ensure that there are secure links between home and the nursery. Children receive positive interaction from staff at all times and the implementation of a successful key worker system helps to develop secure relationships between children and staff creating emotional stability and a sense of trust. Children's personal care needs are very well met, for instance babies are held closely and securely whilst having their milk feeds at times that suit their individual needs.

Children enjoy a range of unique sensory experiences for instance, children relish the experience of getting messy with jelly and ice cubes in a builders tray and flour instead of sand in a sand tray. Children sing songs and particularly enjoy participating in action songs and they look at books and make marks with large crayons. Children engage in imaginative play with their favourite dolls and staff enthusiastically participate in children's play with them, digging sand castles and engaging in pretend play to explore emotions and feelings with children. Children's play and development is further enhanced by the suitable planning in place that reflects staff's good knowledge and understanding of the Birth to three framework. A system for observing and assessing children is in place although this is not yet fully developed to inform planning for the individual needs of children.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff at the setting demonstrate a satisfactory understanding of the Foundation Stage curriculum and its implementation. Discussion with the manager indicates that observations and assessments of children are currently being re-developed and not all staff have a sound understanding of assessing children's progress and using this information to plan the next steps for children. While planning details the six areas of learning it does not always provide staff with sufficient guidance to support children's learning. Planned activities do not fully support the individual learning needs of each child as information about their starting point is not consistently obtained from parents.

Plans show how children are offered creative play such as making bracelets with dough, and sticking sessions to develop their mark making and letter writing skills. Folders of children's work have examples of art work and mark making. Resources such as books and laminated words to accompany singing are available, as are magnets, mark making resources such as pens and paper, and matching card games and calculators to support mathematical learning.

Through discussion, staff are able to demonstrate how they engage in conversations with children, and extend their vocabulary, for example in discussing a planned cooking activity. They describe how children's independence is fostered at meal times through the task of scraping their plates before stacking them.

Outside resources are organised to enable choice and exploration, and offers access to bicycles, ball games and the opportunity to identify flowers and herbs. However, climbing equipment for older children is not available. Evidence from the manager suggests that children's personal, social and emotional development is well supported.

### **Helping children make a positive contribution**

The provision is good.

Children's self-esteem is promoted well by staff who respect their individual backgrounds and know children and their families well. Detailed information and records ensure that children's individual needs, including finer details about children's home routine and care ensure that children are thriving, well cared for and nurtured by their key workers. Children have access to a satisfactory range of resources and images that reflect diversity and disability helping children to understand about the wider community. Staff support children's home languages well for instance, they obtain from parents relevant words and phrases to ensure that they can communicate with the children appropriately. Although there are currently no children with learning difficulties or disabilities at the setting there are good systems in place to ensure that children's needs are supported.

Children demonstrate a good understanding of right and wrong, as a result children behave well towards staff and to each other. They comfort each other, for instance when a child has an accident, and they are learning to share and take turns. Staff intervene promptly and appropriately to manage incidents of snatching, however staff encourage children to negotiate and co-operate with each other for instance, during games of football. At other times children engage well with each other and help each other for instance, when working together to complete floor puzzles or when playing at the in-door sand pit. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from sound relationships between the setting and their parents and carers. Parents receive daily feedback about their children and parents spend time with staff exchanging information about children at the beginning of the session. Parents have regular opportunities to discuss children's progress and learning and to view children's records through regular meetings with their children's key workers. Parents remain informed about the setting through a regular newsletter and display board which holds relevant information about the setting. A clear complaints procedure is available to parents, this includes information about the regulator.

The partnership with parents and carers of children receiving nursery education is satisfactory. Parents receive some literature about the Foundation Stage and information about the curriculum is available to parents in the form of displayed plans. The setting has systems in place to share information about children's progress and learning through frequent meetings with the key worker. The sharing of observations and assessments includes opportunities for parents and carers to share and contribute to their children's learning. The systems to gather information about children's starting points in relation to their learning and development are not yet developed.

### **Organisation**

The organisation is good.

The nursery meets the needs of the range of children for whom it provides. There are secure recruitment procedures in place ensuring that staff who work with children are suitable and there are additional on-going measures to ensure that established staff remain suitable to look

after children. All staff hold appropriate qualifications and this ensures good outcomes for children's care. The manager has a very good understanding of the National Standards and of the requirements and regulations that govern them, this means that children's welfare and safety are consistently ensured. All mandatory records and information pertaining to children and staff, are in place and confidentially and appropriately maintained. This promotes the safe and effective management of the setting in order to promote children's welfare. A very good range of policies and procedures are in place and these are actively used by the setting to ensure that practice is consistent with guidance.

Leadership and management is satisfactory. Through ongoing discussion management and staff are continuing to refine and develop their understanding and implementation of the Foundation Stage. However the observations and assessments of children are currently being re-developed and not all staff currently have a sound understanding of assessing children's progress and using this information to plan the next steps for children.

The management provide regular supervision and appraisals to support staff in their work. In addition, close monitoring and observations of staff begins to identify developmental needs and further enhances good practice. As a result, staff are actively encouraged to update their knowledge and skills in childcare and education and staff are attending training that supports the different areas of learning within the Foundation Stage. The setting have developed their own action plans to further develop quality in children's learning.

The manager has identified a number of areas for improvement, these areas are being closely monitored and systems have been developed to ensure focussed improvement in the areas of planning and observations and assessments of children.

#### **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 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 satisfactory.

## 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):

- reorganise play materials and resources to ensure children have free and independent access.

### **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 curriculum planning to ensure that it provides guidance for staff to support children's learning
- develop systems to ensure that information about children's learning and starting points in relation to the Foundation Stage are obtained from parents and carers
- develop the methods of assessment and observation to inform planning for the next steps in children's development and their individual needs (this also applies 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](http://www.ofsted.gov.uk)