

Salcombe Day Nursery

Inspection report for early years provision

Unique reference number	EY286538
Inspection date	19/09/2008
Inspector	Anahita Aderianwalla
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Salcombe Day Nursery was registered in 1992. It operates from four base rooms, on three floors in a converted listed building in the London Borough of Enfield. There are three separate secure garden areas for outside play. The property is located in a mainly residential area and is in walking distance to local transport facilities, schools and amenities. The nursery serves the local and surrounding areas.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. A maximum of 86 children attend the nursery at any one time. The Nursery is open each weekday from 08:00 to 18:00 for 51 weeks a year. There are currently 55 children aged birth to five years on roll. Of these 12 receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in or around the area.

The Nursery employs 22 staff. Of these, 13 hold appropriate early years qualifications including the manager.

Overall effectiveness of the early years provision

Children's individual needs are well met and children make good progress in their learning and development. Children are engaged in interesting and challenging activities, and robust observation and assessment systems are in place. Staff rely on their working knowledge to ensure that individual planning for children enable them to achieve good progress; however, they do not consistently use all the observations undertaken, hence play opportunities are missed to fully promote children's learning and development. The setting has clear systems in place to ensure that individual children are not disadvantaged and effective links with parents and carers help to support their children's learning. Staff are not fully aware of all policies and procedures and this impacts on the setting's ability to continuously protect all children. The setting's self-evaluation systems identify both key strengths and the manager makes good use of self evaluation to identify areas of strengths and weaknesses to ensure the children are able to learn in a safe and secure environment.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve existing systems for assessment, to ensure all relevant observations include next steps
- revise planning for outdoor play to include resources to promote more play opportunities and provide regular opportunities for children to mark make in the outdoor area
- continue developing regular opportunities for children to use everyday

technology

The leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected. Rigorous recruitment and vetting procedures are adhered to; and the manager has implemented robust monitoring systems to ensure that improvements are made where necessary. For example, the setting has refurbished the nappy changing area, which was recommended at the last inspection. The setting is lead by a qualified and experienced manager who has a clear vision of effective practice and how to meet children's needs. Daily plans allow sufficient flexibility to respond to children's changing needs. Effective management of resources ensures that children have access to a varied and interesting range of activities inside; however the outdoor planning is not as effective as staff do not set up activities before the children come out, hence children do not have enough time to explore and play. Overall, records, policies and procedures are well managed to support children's welfare, and all staff are aware of their roles and responsibilities. The manager has provided many opportunities for established staff to develop their skills and knowledge through training and all staff are up-to-date with current legislation which allows them to consistently provide good care. The manager has begun to complete the self-evaluation document, which identifies all major strengths and weaknesses of the setting and has involved staff in the process so their views are considered in the document. This identifies that all recommendations for further improvement raised at the last inspection have been dealt with well. This, as well as the manager's commitment to staff training, suggests that the setting has a strong capacity to improve opportunities for children. The manager ensures that risk assessments are completed regularly to maintain a secure and safe environment for children. The staff work well with parents and carers of children, valuing their contribution as partners in their learning. The manager works closely with parents and local organisations to ensure the children's needs are met and they gain a sense of belonging in the wider community.

The quality and standards of the early years provision

Children are making good progress within the Early Years Foundation Stage. They are supported by well qualified staff who have a clear understanding of how children effectively develop and learn. Children are interested and motivated learners and staff use a range of open ended questions during free play and more adult focused activities to stimulate their natural curiosity. There is a good balance of child and adult lead activities throughout all areas of the setting which helps to manage children's learning effectively. For example, children enjoy making play dough, which provides good opportunities for developing vocabulary, weighing ingredients and counting the number of play dough balls. Resources cover most areas of the curriculum and these are used extremely well by staff to encourage children to progress. For example, older children have set up a restaurant in the role play area, which is full of menus they have brought in from different restaurants they have visited. However, the setting does not have many programmable toys for younger children or regular opportunities for older children

to use everyday technology, such as calculators, measuring tapes, or computers. All indoor activities are well presented and child centric, as the equipment is clearly labelled with pictures to promote early reading. All equipment is age appropriate so that all children can access exciting challenges that help them develop at their own pace. All the rooms are bright, and children's work is attractively displayed on boards.

Outdoor play is not as effectively organised, as staff do not set up activities before children arrive, and mark making is not present in the outdoor area. For example, the setting have a huge white board, with no pens for children to access, or chalks for writing on the fence, or pen and paper, and tape measures near the large sand pit. Consequently, children's play opportunities are limited as they do not have sufficient time to play and they are not learning the meaning of writing for a purpose.

Staff are highly skilled and interact well with the children, encouraging their independence. For example, at lunch time, all the children in the setting eat very well with forks and knives, as staff support them, and take opportunities to talk to children about the healthy foods, which further contributes to the development of their social skills. After mealtimes, all older children independently queue up to wash their hands. Staff praise and encourage children's behaviour throughout the session, as this adds to children's confidence building and creating a very productive learning environment.

Planning clearly arises from meaningful observations of children and this enables staff to strongly promote children's next steps for learning. However, not all observations undertaken have next steps, which results in staff relying heavily on their working knowledge of the children. Although staff are skilled and have a very effective key person system in place, they do meet children's individual needs at present; however, some learning opportunities are missed, resulting in missed learning experiences that could further develop children's development.

Staff take many opportunities to include parents in their children's education. Parents are able to contribute to observational records about their children and this enables more accurate assessments of children's progress and continuity of care is maintained. Staff have strong relationships with parents and make them feel welcome in the setting, ensuring they have plenty of information regarding daily activities, routines and informal updates on their child's progress. Staff also talk to parents about how they can support and extend their children's learning at home which provides further opportunities for progress. The settling in processes for children and parents is planned to meet individual needs of the children. Children's individual needs are recorded when they join the setting and this information is consistently updated with support from parents, throughout the child's time at the setting. This clearly informs the good knowledge that staff have of individual children in their care.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.