

# 197 Early Years Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY287571
<b>Inspection date</b>	24/09/2008
<b>Inspector</b>	Christine Stimson
<b>Setting address</b>	St Paul's Church Hall, 127 Park Road, Kingston upon Thames, Surrey, KT2 6DY
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<b>Email</b>	
<b>Type of setting</b>	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

One Nine Seven Nursery is one of two nurseries run by a husband and wife partnership. It has been run by the current providers since 2004. The nursery has use of the main hall and a separate baby room in St. Paul's Church Hall in Kingston upon Thames, Surrey. There is a fully enclosed outside play area and the setting has access for people with mobility difficulties. The premises are situated close to Richmond Park, within walking distance to Kingston town centre and station and mainly serves the local community. The nursery collects children under six years of age from local schools in order for them to attend afternoon sessions. The nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The nursery is open each week day from 08:00 to 18:00 for 50 weeks of the year. Children attend for a variety of sessions.

There are currently 68 children from three months to five years on roll. Of these, 17 receive funding for nursery education. The nursery currently supports children with special needs and they are able to support children who have English as an additional language.

The nursery employs 18 childcare staff and a cook. Of these staff, 15, including the manager, hold appropriate child care qualifications. The setting receives support from local authority childcare development workers, advisory teachers and special needs co-ordinators.

## Overall effectiveness of the early years provision

The nursery is making satisfactory progress in meeting the welfare needs of children within the Early Years Foundation Stage, but no self-evaluation of the provision has been undertaken. The nursery promotes inclusive practice and staff are able to support children with learning difficulties and disabilities. Staff work well as a team and are committed to continuous improvement. Insufficient attention has been given to planning some children's activities, observing children's progress or to checking that daily visual risk assessments are undertaken thoroughly. The staff and the manager develop professional and friendly relationships with parents, who are kept informed of events through home link books, newsletters and discussions.

## What steps need to be taken to improve provision further?

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

- ensure the fire evacuation procedure is practised on a regular basis
- make sure children wash their hands before they eat and that food is served in an appropriate manner
- monitor the room temperature in the baby room and ensure children are not exposed to draughts whilst sleeping
- ensure the outside area is free from hazards before children play out there

- make sure toys and equipment used by children are cleaned on a regular basis
- make sure pre-school children's next steps are identified and used to plan their future activities.
- develop staff's awareness of the importance of making regular observations for children under three years old, so that planning can be informed of children's next steps of development

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure attendance registers are accurately maintained and depict children's time of arrival and departure.

16/10/2008

## **The leadership and management of the early years provision**

The manager is respected by staff and parents and is committed to the improvement of the nursery, however, she has not yet completed a comprehensive self-evaluation of how the setting is delivering the Early Years Foundation Stage. Through discussion, the manager is able to identify the strengths and weaknesses of the nursery and is in regular contact with early years advisors to help her in this task. The manager is supportive of staff development and training needs, which she identifies during their three monthly supervision sessions. The manager supports inclusion for children with special needs and works with staff to make sure activities are adapted to meet their needs. The manager does not oversee the planning of activities and does not monitor the observations made by staff on children's progress. This means gaps in children's learning continue unnoticed. Documentation and record keeping systems are well organised, with the exception of children's attendance registers, which are not accurately maintained. There are clear recruitment and induction procedures to ensure only suitable people work with children. Policies and procedures are regularly updated and shared with parents on request. Daily home link books are well used by staff and parents. The nursery does not provide parents with annual reports showing children's progress and development, but parents are made aware they can see their child's records or speak to their child's key person at any time. The manager has been lax in making sure staff carry out thorough risk assessments of their work areas or checking that good practice is adhered to throughout the nursery; as a result, children's health and safety are compromised.

## **The quality and standards of the early years provision**

Children are happy and settled at the nursery and are making satisfactory progress towards the early learning goals. A wide selection of resources are available for children to self-select and these are free from damage, but not always well maintained. The planning of activities for children over the age of three years are challenging and hold children's interest. Good quality written observations are used to identify children's developmental progress, but these do not identify the next step for children's individual learning and there are no clear links to planning. Children

under three years are supervised by staff who are kind, gentle and caring, but activity planning is sporadic, with staff making few written observations about children's individual progress; there is a lack of understanding of how meaningful observations can be used to plan future activities. Children are well behaved and co-operative, for example, they help staff to tidy up toys prior to snack time. Although children are encouraged to wash their hands prior to eating main meals this is not done before they have a snack. Staff serving young children food did not wash their hands prior to doing this and babies had their snack in the outside area, sitting directly on Astro turf without a blanket or plates. This compromises children's health. Staff interact well with children and encourage their language in play. For example, asking children, who show an interest in counting, how many play people are in the line and enquiring what the texture of the partially cooked pasta feels like compared to uncooked pasta. All children enjoy stories read by staff and join in enthusiastically. The role play area is popular in the nursery and children spontaneously dress up, link together for play and re-enact roles using their imaginations. Children learn about diversity through activities that celebrate the cultures of others; they use resources that depict people's differences as part of their integral play. Parents who speak another language provide words for familiar objects in the nursery and these are displayed for children to see. Children who have physical disabilities are included in all activities, some of which are adapted to meet their needs. Outside play resources are plentiful, but not always used well by staff. For example, balancing beams are laid out for children under 15 months, some of whom can only crawl. Risk assessments are undertaken by the manager every three months and staff undertake visual risk assessments each day on their own areas. However, staff are not always vigilant in their assessments and some areas of the nursery such as the sideway in the outside area and the milk kitchen in the baby area compromise children's health. All children take part in weekly drama sessions where they use their imaginations whilst re-enacting stories and dance and sing to familiar songs. These sessions help children to gain confidence. Children and staff form close relationships and this is extended to their parents who speak highly of the staff and the manager. Home link books are popular with parents as they detail what children have been doing as well as listing how their personal needs were met by staff. The quality of these depends on the skills of key workers completing them, as some lack detail of how much food children have consumed. Regulatory documentation is in place for the nursery, but children's attendance registers are not accurately maintained, resulting in staff being unaware of how many children are on site at any given time. This, together with the irregular practice of the fire evacuation procedure, compromises children's safety. The nursery is divided into two areas and babies from three months to when they are confident toddlers are cared for downstairs, in a room that is not well ventilated and has little natural light. Staff open the sash window to circulate air through the room, but cots are in direct line with this window causing a cold draught to drift across sleeping children. Upstairs the toddlers to under two year old children have their own area sectioned off from the older and more boisterous children, keeping them safe from harm. The security of the building is good and visitors to the setting are challenged to identify themselves before entry.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

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

### Quality and standards

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

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](http://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**

Concerns were raised in September 2007 about feedback given to a parent concerning food given to their child. Additional concerns were raised about security at the setting. The Early Years Foundation Stage was introduced in September 2008 and the concerns related to the previous National Standards 12 (Working in partnership with parents and carers), 8 (Food and drink) and 6 (Safety). Ofsted wrote to the provider and asked them to investigate the concerns and report back. From the information provided in their response an action was raised in relation to National Standard 14 to ensure all records relating to individual children are accurately maintained and shared with parents. The provider remains qualified for registration.

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.