

Excel Childcare Services Ltd

Inspection report for early years provision

Unique reference number	EY229507
Inspection date	07/11/2008
Inspector	Lisa-Marie Jones / Gillian Cubitt
Setting address	96 Forest Hill Road, London, SE22 0RS
Telephone number	0208 299 6387
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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

Excel Childcare has been registered since 2002, the registered provider also owns another nursery of the same name within the same borough. It is situated on a commercial road in Forest Hill, which is within the London borough of Southwark. It operates from ground and first floors of a refurbished commercial building with an adjacent enclosed area to the rear of the property for outside play. The nursery is open each weekday from 08:00 to 18:00 throughout the year, only closing for bank holidays.

The nursery provides full day care for 35 children within the early years age range and is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. Currently there are 25 children on roll within the early years age range and they are drawn from the local community. The children's hours of attendance vary to suit the working hours of their parents. Children are grouped, according to age, into three separate groups. The setting currently supports a number of children who speak English as an additional language.

The nursery currently has nine full time staff, additional to this the manager is supernumerary. All staff hold, or are working towards early years qualifications. The nursery has support and training from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

The staff's knowledge of each child's individual needs ensures that in the main they are able to promote children's welfare and learning successfully. Children are safe and secure at all times and enjoy their time in the setting. The partnership with parents contributes to ensuring that the needs of the children are met. This means that children make acceptable progress, given their age, ability and starting points. Regular self-evaluation ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- increase the current range of general play materials, and resources that reflect diversity
- improve children's assessments and profiles to ensure that they show a clear picture of their development and progress, and that learning intentions, next steps and teaching practices have been effective in supporting their needs
- improve the current systems for monitoring and evaluating children's assessments and profiles
- develop better systems of liaisons with parents and outside agencies in

supporting children's additional needs

The leadership and management of the early years provision

The manager recognises the importance of continuous assessment and monitoring to ensure that standards are maintained and that all welfare and learning requirements are met. Good improvement has been made since the last inspection and all actions have been promptly addressed. The manager is constantly monitoring and evaluating to ensure that continuous improvement takes place. She plays an integral role in the daily management of the nursery by regularly visiting each room to not only work alongside staff, but to monitor and offer support. Children have strong bonds with the manager and greet her with affection when she enters their rooms.

On a day to day basis the setting runs smoothly and staff and resources are deployed well. Good systems have been devised to ensure staff are supported in their roles and ensure room leaders have ample opportunities to have planning meetings to organise their own room curriculum. Supervision and staff appraisals highlight where staff's strengths and weakness are, and training is offered to support, through the local authority. Staff have gelled together well as a team to support each other and are very aware of their roles and responsibilities within each room to ensure its smooth running. The manager is also responsible for employing and recruiting staff and ensures that thorough and rigorous checks are made on all proposed staff prior to their employment.

The written policies and procedures are a fully working document of the nursery and are regularly updated to ensure they are inline with current legislation and working practices of the setting. The self evaluations play a crucial part in ensuring that they are striving for improvement all the time. Action plans are drawn up and clearly show how targets have been met and what they are striving to achieve. The manager has had a positive impact to the improvements made within the nursery since the previous inspection and has worked very closely with the Local authority to ensure that all actions have been met and that they continue to improve. She recognises that there are still further improvements that need to be made especially for the upgrade of toys and resources and the development of the planning and observation systems.

The manager endeavours to ensure that they offer an inclusive service where every child matters, and recognise that further improvements need to be made to support children with additional languages and the access children have to resources that depict diversity. They have in the past liaised very well with other agencies to ensure that children who have additional needs are fully supported in their learning and development, but recognise that at the moment this is not happening as well as it used to. Parents are given good information about the service that is provided and they have ample opportunities to share their concerns with staff. Settling in procedures are done on a very individual basis.

The quality and standards of the early years provision

Excel nursery enables most children to make progress in their learning and development, including those with learning and/or physical difficulties. Links and relationships between other agencies and parents ensure that children can get the support that is needed to help them make progress. However, at present the system does not always fully support children with English as an additional language.

Children are very keen to learn and explore the learning environment around them and on the whole are very happy. They are very sociable and make friends easily and communicate well with adults and children. Younger children thoroughly enjoy the constant laughter and cheerful singing that goes on and happily clap, sing and dance, although this could be facilitated better if children had access to cultural songs and more musical instruments. Behaviour is generally good throughout the nursery. Children learn to take turns and be kind and considerate to each other through general play and gentle reminders from staff.

Children are supported by adults in their learning and development as staff are deployed well to ensure they can sit with children during activities and assist where necessary, and are skilled in supporting children's learning through meaningful discussion or questioning. Staff appear to have a good understanding of the Early Years Foundation Stage learning and development requirements in relation to the early learning goals. The planning systems clearly identify learning intentions and support children's individual learning both in and out of doors, however the children's individual profiles are not recorded clearly enough to show the progression they have made and what steps are being taken to move them on in their learning and development.

Parents and carers have ample opportunities to share their children's progress through daily informal chats and records kept of their children's day. They have access to their children's development records and can attend regular parents' evenings. Newsletters and notice boards also provide parents with information about the curriculum and any changes in the setting regarding staff deployment or policy changes.

The organisation of the rooms enables children to be independent and safe. Children have access to a range of resources, that are mainly set up by staff. Resources to promote diversity and culture are limited in all areas of the nursery. This is an area which has been highlighted on the action plan by the management to improve, along with the general resources and toys. Children can self-select the activities they take part in and enthusiastically take part in adult led activities such as preparing mixtures for cakes. Younger children have the advantage of being able to free flow into the garden as they wish. The preschool children's play and learning areas are very well organised. The children's work is attractively displayed in the carefully planned play areas which provide children with the resources to aid their learning in all areas. Dedicated space for children to express themselves using paints, collage and construction enable them to express themselves in their own individual way.

The key working system is effective as staff are very aware of their key children's needs especially the younger children and babies. The welfare of children is generally promoted very well. Staff are skilled in promoting and supporting children's needs and show a good understanding of the welfare requirements and guidance.

Arrangements for safeguarding children are robust and recruitment procedures ensure that all staff are suitable to do their jobs. All written policies and procedures are comprehensive and ensure that staff are able to carry out their duties as required. Risk assessments are rigorous and regular ensuring children safety at all times.

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