

Highams Park Childrens Day Nursery

Inspection report for early years provision

Unique reference number	EY374155
Inspection date	09/12/2008
Inspector	Samantha Smith
Setting address	Highams Park Day Nursery, 16a Handsworth Avenue, LONDON, E4 9PJ
Telephone number	0208 5310713
Email	highamspark@casterbridgecae.com
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

Highams Park Children's Day Nursery is one of 26 nurseries run by Casterbridge Nurseries Limited. It originally opened in 1998 and was taken over by Casterbridge Care and Education in February 2007 which is now Casterbridge Nurseries Limited. It operates from a purpose-built building on a residential road in Highams Park. Access to the setting is via a small slope.

A maximum of 55 children may attend the nursery at any one time and there are currently 67 children aged from nought to five years on roll. Of these, 25 children receive funding for nursery education. The day nursery is open each weekday from 07:45 to 18:30 for 50 weeks of the year. Children come from a wide catchment area. All children share access to a secure, enclosed outdoor play area. The nursery currently supports a number of children who speak English as an additional language. A total of 15 staff work with the children and most hold an appropriate early years qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children's needs are mostly well met through the setting's effective organisation. Their individual needs are mostly well considered and as a result good progress in their learning and development is being made. Staff show a commitment to promoting children's welfare. They have established effective partnerships with parents and their ideas and contributions are valued. The setting has begun to make links with other agencies involved with children attending the setting. The manager and deputy have been in place for a short time. However, they demonstrate their capacity for continuous improvement as they have effectively evaluated all the provision and have already taken steps to promote positive outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure observations are consistently carried out on each child, taking into account their needs, what they are interested in and what they can do
- actively promote equal opportunities and anti-discriminatory practice, ensuring that all children and families feel included, safe and valued.

The leadership and management of the early years provision

The setting is led and managed by an enthusiastic and committed management team. Staff work very well together and there is a clear common sense of purpose amongst them. They demonstrate how they observe children's achievements and use their observations to help them make progress in their development.

Space and resources are well organised and contribute positively to children's learning experiences. The daily routines mainly run smoothly and are flexible to respond to children's individual needs and interest. Children benefit from the good ratio of staff, who deploy themselves effectively in order to support the children in their play and during activities. Effective and robust recruitment and induction procedures ensure staff are suitable to work with children and aware of their role and responsibilities within the setting and there is a structured appraisal system in place, which support staff training needs.

There are strong systems in place for evaluating the provision and children's experiences. For example, through staff meetings, a parent and nursery association (PNA) and a children committee where ideas and various view points are considered. Detailed and comprehensive policies are in place and up-to-date to promote a mainly inclusive practice. All required documentation, such as accident records and registers, are in place and very well maintained. The impact of the good leadership and management is seen by parents and in the improving progress made by children in their learning, sense of security and well-being.

Parents are very involved in the nursery and benefit from receiving good information within the nursery's welcome pack, which includes information relating to children's learning and development. Staff actively encourage parents to contribute towards their children's learning, for example, home observations sheets are taken into account when planning children's next steps. Further information is supplied to parents through newsletters and information displayed on a notice board within the foyer. Good systems are in place to safeguard children's welfare. The nursery is safe and supportive and staff have a sound understanding of the child protection policy and the procedures to follow should concerns relating to a child's welfare arise.

The quality and standards of the early years provision

Children throughout the setting are making good progress in the six areas covered by the early learning goals. Their learning and development is supported well as staff ask open ended questions, challenge appropriately and give verbal and physical guidance. Consequently, children remain interested and motivated to learn as they participate in activities which give them first-hand experiences and stem from their interests.

Systems are in place to support children with English as an additional language, though these are not always used effectively to ensure that they are always fully included and supported. The learning environment is thoughtfully planned to enable all children to easily access the wide range of resources, encouraging free choice. The emotional environment is secure because staff have created a warm and welcoming environment. Staff are calm in their approach and act as good role models, supporting children's positive attitudes towards learning. Settling in is flexible and tailored to the needs of individual children and their families.

Staff have a good knowledge and understanding of the Early Years Foundation

Stage and are very confident in supporting children in their learning and development. Quality planning ensures that most children enjoy and are well challenged by the learning experiences provided for them. Staff make sensitive observations of children and these are used to form assessments and to inform future planning. However, the current system is not robust enough to ensure all children are included and as result some children are missed.

Children are very well safeguarded and their welfare is promoted successfully. Staff are secure in their understanding of procedures to protect children and a thorough risk assessment ensures a high level of safety every day. Children's behaviour is excellent, they are fully aware of the boundaries and respond well to staff when they are reminded that the noise level is getting to high. The atmosphere throughout the nursery is calm as children enthusiastically engage in play, learning to share and take turns. They are developing healthy lifestyles as they enthusiastically wash and dry their own hands, enjoy healthy snacks and help themselves to water when they are thirsty. They enjoy physical activities and demonstrate good coordination skills as they move and run in the outside play area.

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?	3
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?	3

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

Since the registration there have been no complaints made to Ofsted.

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.