

# Cannock House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY375196
<b>Inspection date</b>	18/09/2008
<b>Inspector</b>	Susan Linda Capon / Laura Brewer
<b>Setting address</b>	Cannock House School, Hawstead Lane, ORPINGTON, Kent, BR6 7PH
<b>Telephone number</b>	01689 871771
<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 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**

Cannock Day Nursery was re-registered to the nursery chain Child Base Limited in 2008. It originally opened in 2003. The nursery is situated in the rural area of Chelsfield Village in the London Borough of Bromley.

The nursery operates from one level and consists of three adjoining single story blocks. In addition to the nursery rooms there is a kitchen, office, laundry, staff room and storage facilities. All children share access to a secure enclosed outdoor play area and they have access to a large field on site.

The nursery is registered for a maximum of 136 children in the early years age group. There are currently 136 children on roll. The nursery is also registered to accept a maximum of 16 children between five and under eight years for school holiday care. Children attending the setting come from the village and surrounding local area.

The nursery is open each weekday from 08.00 to 18.00 for 52 weeks a year. The nursery employs 37 members of care staff as well as an administrative officer, cook, two dinner assistants, cleaner and a caretaker. The majority of staff hold appropriate early years qualifications to NVQ 2/3.

The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority.

The nursery 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 individual needs are generally being well met throughout the nursery. Planning and assessment is carried out on a daily basis, although individual children's needs are not always fully incorporated. The nursery promotes inclusion for all the children attending. Some areas of risk assessment require improvement to ensure the children's safety at all times. Good relationships with parents enables them to be fully informed about their child's day. The lack of formal self-evaluation for the group prevents management assessing the development and training needs for the staff. This in turn affects the overall service the provision provides for the children and parents.

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

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

- develop the self evaluation of the nursery to identify the groups ongoing strengths and weaknesses. Ensure this includes input from all the staff team

and parents.

- ensure all staff are fully conversant with the nursery policies and procedures and implement these at all times.
- ensure sand and water are sufficient in quantity to enable children to have a meaningful learning experience.
- ensure all staff have the opportunity to develop their understanding of the EYFS programme enabling them to extend the evaluation of activities and include all the children in the planning.
- improve the day to day risk assessments of all the premises with particular regard to the heating arrangements and outdoor play area to ensure the safety of the children at all times.

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

The nursery policies and procedures have all been updated to reflect the practices to be followed under the new management. However, not all staff have seen these, resulting in some staff being unaware of the procedures to be followed. For example, incidents resulting in accidents are not always recorded separately. Children are safeguarded through the rigorous employment checks. New staff do not start work at the group until all their checks are complete, ensuring everyone is suitable to work with children. Good induction procedures ensure all new staff have good understanding of what is required of them when working with the children.

The staff carry out risk assessments for day to day operations and special outings. However, the day to day assessments do not cover all areas, resulting in children being at risk of having an accident. For example, the radiators in the main hallway are very hot. The nursery ensures everyone is included and involved equally, particularly children with learning difficulties and/or disabilities. Good systems are in place for staff to support the individual children in conjunction with liaising well with parents and other professionals to ensure continuity of care. This enables children to reach their full potential, for example, with the use of sign language and Makaton signs in the nursery.

The nursery does not currently have a formal system in place to evaluate the setting and the provision it offers to the parents and children. Evaluation of the setting is generally undertaken by the manager and does not include other staff and parent's views. The manager's verbal evaluation of the nursery identifies the group's awareness of improving the resources currently available and many areas have already been addressed in some rooms. For example, the book areas have been made more warm and welcoming with appropriate books readily accessible for the children in the toddler area. These improvements are also planned in the pre-school rooms and there are future plans in place to build a purpose built nursery on the same site.

The staff team have developed good relationships with the parents. They make them feel welcome and part of the setting. Good quality information about the setting and ongoing arrangements keep parents fully informed at all times. Parent

notice boards are prominently available in all areas of the provision, ensuring everyone is included. Policies and procedures, including the complaints procedure are readily available, enabling everyone to understand the ethos and day to day operational practices of the setting.

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

The consistent staff team work well with the children, generally supporting their overall learning and development, as they provide suitable play opportunities throughout the day. Parents and children feel welcome and part of the group as they receive a friendly greeting each day. The premises are bright, clean, warm and welcoming. Displays of children's work is available in all the children's rooms, enabling all the children to develop good self-esteem.

Children's welfare and safety is always considered as staff supervise the children in the various areas of the premises, both indoors and outdoors. Staff ensure the premises are safe and secure throughout the day. However, the daily risk assessment for using the garden does not consider all of the possible dangers when playing outside, for example, children playing on the wet, slippery grass.

Children are developing a good understanding of being healthy. All the children enjoy healthy, nutritious meals, during the day. The cook and all the staff are fully aware of any specific dietary needs, ensuring these are met on a daily basis. For example, this includes babies being weaned to children with specific allergies. Older children are fully involved at mealtimes as they help to give out the beakers and plates and serve themselves with vegetables at their tables. Posters in the dining room and lively discussions with staff reinforce healthy eating. For example, older children are fully aware sweets and chocolate are not healthy foods. Fresh drinking water is readily available throughout the nursery ensuring all the children keep well hydrated.

Some staff have not yet received Early Years Foundation Stage training resulting in children not always being incorporated appropriately into the planned activities offered. In the older groups staff do not evaluate the 'focus' activities, preventing them from ensuring they meet the individual needs of all the children participating. Planned activities throughout the nursery ensure staff provide a good balance of adult-led and child-led activities every day. Staff are aware of the areas covered and ensure their planning incorporates all the areas equally. They take full details of children's starting points when they first attend the nursery and individual children's records are passed to the next area of the provision as the child gets older. All the staff know the children in their care well as they make regular observations, charting their individual development and progress against the early learning goals and identifying next steps for progression.

Children freely access resources throughout the nursery as they are suitably stored at the children's level. The children are generally making good development and progress although some activities require improvement. For example, the limited sand and water available prevents children from having a meaningful learning experience as they use this equipment. Staff are fully aware of children's individual

routines particularly in the baby unit. These are incorporated into the child's day, ensuring continuity of care and resulting in the children feeling safe and secure in the setting.

All the children access the outdoor play areas on a daily rota basis. Staff use the triple buggies to take the babies to the large field attached to the nursery. Indoors the babies enjoy exploring the good range of equipment including baby gyms, textured toys, ring stackers and books. Toddlers enjoy using their imagination as they paint, make collages, use puppets and musical instruments. Older children enjoy constructing their own models using a variety of equipment, making cards and role play in the home corner. They all sit well for story time, eagerly answering questions about the pictures and story. All the children used their imagination well as they thought about what they would like to be if they had a wish following the story about 'The fish who could wish'. Outdoors toddlers and older children enjoy using the riding toys, balls and climbing equipment in the two garden areas.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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](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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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