

Elmwood Nursery

Inspection report for early years provision

Unique reference number EY368318
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Inspector Janet Marie Thouless / Jill Steer

Setting address Carshalton College, Nightingale Road, CARSHALTON,
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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

Elmwood Nursery is a well established nursery that moved to its current premises in 2008. It operates from Carshalton Collage of Further Education in the London Borough of Sutton in purpose built premises. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year approximately. It is registered to care for 33 children aged from three months to under eight years.

The nursery is registered on the Early Year's Register and on the voluntary and compulsory parts of the Childcare Register. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. Children attend from a wide catchment area.

The nursery employs 11 members of staff. All staff working with the children hold appropriate early years qualifications. The nursery receives support from an early years adviser from the local authority.

Overall effectiveness of the early years provision

The nursery provide a secure environment where staff are skilled at planning activities based upon children's interests. However, some staff lack training and experience in working with the youngest children. The management have identified some areas of weakness and demonstrate a positive commitment to improvement, but the policies, procedures and daily routines require further improvement and the menus do not provide a nutritious diet for children. Parents are valued as the primary carers and good partnerships are developed as information is shared in many ways.

What steps need to be taken to improve provision further?

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

- implement effective routines to ensure the needs of all children are met
- update all policies and procedures in line with latest guidance to safeguard and promote the welfare of children
- provide meals which are healthy, balanced and nutritious to promote the good health of children

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

- develop an action plan that sets out how staff training and qualification requirements will be met to ensure there is a member of staff in charge of the babies' room who has suitable experience of working with this age group, and at least one other member of these staff has specific training in the care of babies. (W2.2 qualifications, training, knowledge and skills)

25/10/2008

The leadership and management of the early years provision

The nursery has been under new management and in new premises for four months and is beginning to use self evaluation to monitor their provision. All staff are involved in the evaluation and the views of parents is also sought. The manager has identified some weaknesses within the nursery and has a positive attitude towards making the necessary improvements. They are working with their early year's advisor regarding the Early Years Foundation stage framework

All the required policies and procedures are in place and are regularly updated. However, old copies are retained so procedures are unclear for staff. Clear procedures are in place to recruit suitably trained and experienced staff and thorough checks are in place to ensure all staff are suitable to work with children. However, no staff working with the babies have received specific training in this area and no member of staff is in overall charge of staff caring for babies. All staff have achieved early years qualifications and ongoing training is available to further develop their knowledge. Staff are well deployed within the setting so children are well supervised.

Risk assessments are regularly completed and daily checks ensure the environment is safe. All staff have attended safeguarding children's training and understand the procedures to follow should they have any child protection concerns. A daily timetable includes opportunities for children to experience a wide range of activities including outdoor play, rest and mealtimes. However, the sessions are poorly organised so care is not always organised around children's individual needs. All resources are stored at low level to enable children to self select as they enjoy the freedom of moving between indoors and outside independently.

The nursery show a strong commitment to working in partnership with parents. Flexible settling in periods have been established and parents complete 'All about me at home' sheet so key persons have a clear understanding of children's individual needs and requirements. They are kept up to date with nursery routines as they receive a monthly newsletter and attend parents' evenings.

The quality and standards of the early years provision

Children benefit from many opportunities to learn and develop through the well organised activities which are based upon their own interests. For example, a group of children showed an interest in the movement of wheels so staff provided a range of resources which enabled them to experiment further. For the youngest children dry sand and shaving foam was provided to enable them to practise their mark making skills following their interest in the staff when writing observations.

Observations are recorded throughout the day which are entered into children's individual learning journals, along with photos and examples of their work. This information is then used to inform the planning for the next steps in all children's

personal learning so they make good developmental progress. Staff ensure that observations are recorded in all six areas of learning and plan further activities for children in areas that are weak. For example, if a child has few observations within a creative development area staff provide suitable activities and encourage children's interest such as using a variety of tools for mark making.

Parents are involved and included in all stages of the activity planning process, from completing 'All about me at home' sheets, to sharing details of activities the children have enjoyed or been involved in at home. For example, a family outing, holiday or achievement such as standing for the first time.

Children of all ages can move freely between indoors and the equally well resourced outdoor areas. This enables them to choose whether they prefer to be active, enjoying using their bodies in physical play or watering and tending the plants they have been growing, or to stay indoors enjoying washing and styling each other's hair in the role play area. This flexible arrangement provides a supportive learning environment where children become confident learners. Although the general organisation of daily routines mean there are several occasions during and between sessions when children are left with nothing to do as staff are busy with routine tasks.

All meals are freshly prepared each day on the premises but the lunch menu includes meals which do not meet the nutritional needs of young children and babies. Daily routines help children learn good personal hygiene as they wash their hands following the visual prompts displayed. Children form trusting relationships with staff and the key person system helps children feel confident and safe.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Good
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?	Good

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 last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.