

Little Climbers Daycare

Inspection report for early years provision

Unique reference number	107470
Inspection date	24/11/2008
Inspector	Justine George
Setting address	278 Ivydale Road, London, SE15 3DF
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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).

Description of the setting

Little Climbers Daycare has been registered since 1994 and is registered on the Early Years Register. It is a privately owned Christian provision although children from other faiths are welcomed. It operates from three rooms on the ground floor of the owner's premises and is situated in a residential area within travelling distance of Nunhead train station, local shops and public transport links. Although the setting operates from the ground floor, there are steps leading from several of the rooms and narrow doorways which impacts on accessibility for people with mobility aids.

There are currently 12 children on roll, with two children under the age of two. Children attend a variety of sessions. There are currently no children in attendance with learning difficulties and/or disabilities, although the setting is committed to supporting children with additional needs whilst considering accessibility. There are several children with English as an additional language. There are three staff working with children, all of whom are qualified in early years and education. The setting receives support from the Pre-school Learning Alliance and Southwark Early Years team.

The setting opens Monday to Friday all year round, excluding Bank Holidays, Christmas, Easter and one week in August. Opening hours are from 08:00 to 18:00.

Overall effectiveness of the early years provision

Staff are dedicated in their approach towards inclusion, in that children's diversity is celebrated and well promoted. This is because staff have developed caring and positive relationships with children and they know them well, nurturing their self-esteem and sense of belonging. Staff are keen to maintain continuous improvement in order to improve the outcomes for children to ensure they make progress in their learning and development. However, staff are not yet familiar with the early learning goals set out in the EYFS framework to ensure all aspects of learning and development are fostered. Furthermore, the organisation of groups times during the day, for example lunch times and getting ready to go out in the garden means that children spend long periods of time waiting for things to happen, rather than exploring the good range of toys on offer.

What steps need to be taken to improve provision further?

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

- improve children's hygiene by; establishing consistent handwashing routines, improving nappy changing procedures and the storage of bed linen to minimise the spread of cross infection, and ensure hygienic food serving procedures are in place
- ensure all staff receive training on how to safely administer specific types of

- medicines that require technical knowledge
- review the organisation of group times throughout the day to maximise children's effective use of time
- further develop staff's awareness of the early learning goals to ensure planned activities reflect the different aspects of all areas of learning

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

- ensure minimum staffing ratios are adhered to at all times in that there are at least two adults on duty when children are present (Suitable people) 15/12/2008
- ensure the prior written parental consent medication records include the exact name of the medication to be administered and is in place for all prescribed and non-prescribed medicines (Safeguarding and promoting children's welfare) 15/12/2008
- ensure all required records, policies and procedures are organised efficiently and reflect current practice, specifically, the provision of a complaints log, and ensure risk assessments identify hazards and take action to minimise the risks (Documentation) 30/01/2009

The leadership and management of the early years provision

The staff team work well together evaluating their practice and sharing information to identify areas for improvement. Plans are in place to recruit staff, improve the garden area, and further improve the learning and development opportunities for children through the development of partnerships with the borough's Early Years advisory team. The provider has recently taken over in managing the setting and has made improvements since the last inspection in that children enjoy creative and challenging experiences and fire drills are regularly practised with the children. However, the setting's records, policies and procedures do not fully ensure children are safeguarded as they do not reflect practice. They are not efficiently organised or in line with current welfare requirements, for example, medication records of prior written parental consent are loosely filed therefore difficult to find and do not include the specific names of medicines to be given, and accident records do not include the full names of children. Health and safety policies state that minimum staff: child ratios are adhered to, however, in practice, at the beginning or end of the day, on occasions, there is only one staff member on duty, which does not meet welfare requirements. Furthermore, risk assessments do not identify hazards, therefore safety issues are not addressed, for example the removal of a broken garden toy and the mounting of the fire blanket to ensure it is in working order. In addition the required complaints log is not yet in place.

Partnership with parents ensures that staff are fully informed of children's welfare in that their health needs are met and children are cared for and collected by named adults only. In the event of an unfamiliar adult turning up to collect

children, children are not allowed to go off with others until contact is made with parents. Parents receive informative information about the setting through the provision of a parents' booklet and information displayed in the hallway, although this needs updating. Parents are not aware of the learning programme for children, although planning is displayed to inform them of the activities and experiences children are involved in. Staff liaise with parents on a daily basis to provide details of their child's well-being, for example sleep patterns, food intake and any new achievements. Assessment methods are also being devised and implemented to enable parents to contribute towards their child's learning. This ensures children's starting points are identified to enable staff to plan a relevant learning programme appropriate to children's individual needs.

The quality and standards of the early years provision

Children in the EYFS are making steady progress in their learning and development in which staff are well informed of their individual needs and identify their particular interests, which are pursued. Children enjoy playing with dolls and construction toys, in which staff plan activities to develop these interests further. For example, role play areas are set out with a range of dolls enabling children to carry out observed care routines of feeding, sleeping and dressing. Staff have knowledge of how to incorporate the various aspects within each area of learning, although this is limited due to their knowledge of the early learning goals. As a result, the learning opportunities available to children are sometimes repetitive and unchallenging. Children benefit as they have access to an excellent range of provisions which they access independently, as a result, they show a positive attitude towards exploration and learning, fostering their future economic well-being. This is further supported through the use of information technology, in which children are able to use the computer and the various programmes independently, and older children support younger members of the group, showing them what to do.

Children's health is suitably fostered. They enjoy a balanced healthy diet of freshly made meals and snacks and staff are well informed of children's dietary needs and parents' preferences. Meals times are sociable occasions where discussion takes place about where food comes from and the benefits to our bodies. Children learn about minimising the spread of infection as posters are displayed around the setting to remind children to catch their coughs and sneezes in their hands. However, hand washing routines are not consistent, and nappy changing procedures in wiping changing mats after each nappy change and the storage of bed linen to ensure children have their own sheets does not effectively minimise cross infection. Furthermore, staff wear tabards during the day, but these are not removed or changed when changing children's nappies or when serving food, increasing the spread of bacteria. In the event of children requiring medication, staff liaise with parents to ensure it is administered correctly and specialist training is sought for the administration of medicines that require technical knowledge. However, not all staff have received this training which may result in incorrect administration.

In the main, children are well behaved and are very caring and helpful towards

others. Staff are very positive and consistent in their methods of managing behaviour, giving children many explanations to develop their understanding as well as asking them how situations can be resolved. Children show concern if others are upset, rubbing their back and checking on them and asking if they are 'okay'. Children help to tidy away toys, clean tables ready for lunch and clear away cutlery after mealtimes, in which they develop caring attitudes towards others and learn to care for the environment. However, due to the organisation of group times, children are left waiting for things to happen which impacts on their behaviour as they become restless.

Dual language children make good progress in their understanding of spoken English. They use words and are forming sentences to make their needs and wants known. Children continue to use their home language and staff take time to find out key words and phrases to ensure children are understood and have the opportunity to continue to develop their home language. Children also celebrate various festivals, taste foods from different cultures, and provisions around the setting support them in learning about the diverse society in which we live. Furthermore, children develop respectful attitudes towards other people's differences.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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 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.