

Sidcup Day Nursery

Inspection report for early years provision

Unique reference number	EY282665
Inspection date	30/10/2008
Inspector	Linda Margaret Nicholls

Setting address	C/o David Lloyd Leisure Club, Baugh Road, Sidcup, Kent, DA14 5ED
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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

Sidcup Day Nursery was registered as part of the Asquith Court Ltd group in 2005. It operates from the David Lloyd Fitness centre in Sidcup, in the London borough of Bexley. All children share access to a secure enclosed outdoor play area.

Registration on the Early Year Register is for a maximum of 48 children, of which 19 may be under 2 years. The registration does not include overnight care. The nursery is open daily from 07:30 to 18:30. It is closed for all Bank holidays and for 5 days over Christmas.

There are 18 staff working with the children all of whom have, or are attending National Vocational Qualification (NVQ) training in childcare at level 2 or 3.

Overall effectiveness of the early years provision

Children play confidently, show curiosity and are supported well by dedicated qualified staff. There is easy access to all resources throughout the nursery and inclusion is promoted well. Management systems are consolidated with effective leadership that monitors procedures and practice to maintain continuous self improvement and to meet the needs of all children who attend.

What steps need to be taken to improve provision further?

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

- ensure consistency in the information about children's achievements that is displayed on children's work and included in their individual progress records, in order to promote ongoing dialogue with parents so they may continue to support their child's learning and development.

The leadership and management of the early years provision

The nursery is led and managed well, and has initiated the process of self evaluation with regard to the Early Years Foundation Stage (EYFS). Managerial staff successfully and energetically lead a strong staff team closely supporting and monitoring new procedures and policies. Their dedication to children's welfare and their personal development is reflected in children's attitudes towards learning through play. Children show they are happy and settled throughout the nursery.

The management team ensure all adults within the nursery are suitable and qualified to work with children. Staff are offered support with their training whether from the parent company or via the Open University. Resources are effectively managed. Children thrive and progress because staffing levels meet requirements; meals include freshly cooked foods, and daily planning includes opportunities for children to develop their physical skills and a positive self image.

The nursery has an established routine risk assessment procedure which identifies and dates physical improvements to the premises. Alert staff and management responded swiftly to an unplanned fire alarm with minimum disturbance to children.

Parents are welcomed by name. They report they are happy with the care and education their child receives. They are offered a variety of opportunities to be involved in their children's learning and development although their responses have not yet been recorded in the self evaluation form. Regular newsletters, leaflets and notices are displayed in a variety of languages. Information is exchanged daily and during meetings with key persons to discuss children's progress and the next steps to learning. The nursery has developed relationships with local authority education and health professionals and is able to support all children's individual needs.

There are effective systems in place to ensure children are safeguarded. Staff are alert and know what to do should they have concerns about a child in their care. The health and safety of all children is assured. Paediatric first aid training was renewed throughout the nursery in August 2008.

The quality and standards of the early years provision

There is a happy purposeful atmosphere throughout the nursery with all children strongly supported in their play. Staff interact positively challenging children to reflect and discover diverse peoples and cultures with a 'travelling bus' area that takes the children on imaginary educational journeys. Children play with a wide range of resources listening to music, tasting foods and reading about diverse ways of living in their community and in the wider world. Children's interests are encouraged and members of staff routinely evaluate activities, observe individual progress and record their development to plan next steps to learning. Specific learning outcomes are not displayed consistently throughout the nursery so parents are not clearly informed of the early learning goals and cannot extend their support of their children's learning development.

Staff are deployed so that they may give direct supervision to children both inside and outside the base rooms. Children benefit from qualified professional adults who understand current expectations in the variety of ways boys and girls play. Resources such as the home corner, the computer and the climbing frame are accessible to all and all are encouraged to expand their knowledge and skills. There is a wide range of images at child level depicting positive role models demonstrating everyday skills. Children know their work is valued because it is creatively displayed.

Children gain confidence using numbers throughout the day, they count how many children are present and know to add one more. Babies and toddlers learn rhythm as they clap to nursery rhymes or rock back and forth to songs such as 'Row, row, row the boat. They develop control skills as they move the mouse for the computer programme. They benefit from daily outdoor play as they climb, jump and balance. They learn about living things when they take occasional walks in the surrounding grounds.

Children are well behaved and kind to each other because staff praise them for behaviour they want. They encourage children to help each other during play and when they prepare for lunch. Staff happily learn key words in home languages as well as polite greetings in French and Russian. Children are encouraged to learn to keep themselves safe as they learn about road safety with the Traffic Club, or use mark making tools such as pencils and scissors with care.

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 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

On 5 November 2007 Ofsted received several concerns related to National Standards for Care, Learning and Play, Physical Environment, Health, Food and Drink, Working in Partnership with Parents and Carers, Suitable Person, Organisation and Documentation.

Ofsted visited the setting and raised an action under National Standard 2 Organisation, to further develop the management systems for monitoring the practices within the nursery. A satisfactory response to the action was received. The setting remains suitable for registration.

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.