

# Carville Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	146917
<b>Inspection date</b>	17/12/2008
<b>Inspector</b>	Rufia Uddin
<b>Setting address</b>	43 West Avenue Road, Walthamstow, London, E17 9SF
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<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 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

Carville Day Nursery opened in 1997 and operates from a purpose-built building in Walthamstow in the London borough of Waltham Forest. The nursery is registered to provide care for a maximum of 30 children under eight years at any one time. The setting is currently registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 28 children on roll, all within the early years age range. The setting receives nursery education funding and children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and English as an additional language. The nursery is open each weekday from 08.00 to 18.30 for 50 weeks of the year. All children share access to an enclosed outdoor play area.

The setting employs 12 staff. All of the staff, including the manager, hold appropriate early years qualifications. These include National Vocational Qualification at levels 2 and 3 and NNEB. The setting receives support and training from the Early Years Development and Childcare Partnership and other agencies.

## Overall effectiveness of the early years provision

The good knowledge of every child's needs and abilities ensures staff promote all aspects of children's welfare and learning with success. Children are happy, develop secure and trusting relationships and enjoy their learning in a safe, secure and exciting early years environment. They make good progress. Policies and procedures are embedded in practice to effectively promote children's welfare and learning. Self-evaluation ensures priorities for improvement are continually identified, monitored and reviewed. Strong partnerships with parents help staff to support children's learning and welfare. Overall the nursery is working well.

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

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

- develop procedures to ensure an annual risk assessment is carried out and maintain a record of the risk assessment clearly stating when it was carried out
- introduce a system to obtain parental consent to take photographs
- continue to develop further opportunities for children to develop physical skills, such as climbing
- continue to make greater use of everyday opportunities to allow children to practise their skills, for example by encouraging children to label their own work to practise writing.

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

Effective processes are in place to ensure that all children are safeguarded. Rigorous recruitment and checking procedures ensure that staff are suitable to work with children and have the appropriate skills and qualifications to support their learning and welfare. Good support is available for staff to further their knowledge and understanding of childcare and learning. Staff are well deployed to ensure children's safety. All records and policies are in place and most work well in practice. Regular risk assessments help staff to identify any areas of concern and all staff are aware of any issues. Although the nursery does not yet obtain permission from parents to take photographs of children, generally the nursery successfully promotes inclusion by welcoming all families, helping new children to settle quickly and offering additional support where appropriate. Parents receive good quality information about the nursery and their views are welcomed. Management value parents as their child's first educators, and working in partnership is integral to improving the provision and opportunities available for every child. Parents are involved in the initial and ongoing assessment procedures. They meet regularly with their child's key person to review individual play plans, discuss and agree next steps for development and monitor their child's ongoing progress. Parents are actively encouraged to support their child's learning at home. They contribute information every month about their child's interests and achievements at home to allow staff to incorporate this into the weekly planning and to fully involve the parents. This provides an effective link between home and the nursery. Good systems are in place to support children's continuity and progression. For example, regular meetings between staff and teachers of the local primary school help to secure a smooth transition. The nursery has links with the local school.

The management and staff have a positive approach to making improvements in the nursery. Children's care and learning is enhanced because management and practitioners share the same vision. There is a clear sense of direction and good team work by practitioners who show commitment to their role within the nursery. Responsibilities are well defined and practitioners are well supported by the committee. Good communication takes place through informal daily discussions and weekly team meetings, ensuring sessions run smoothly and enabling each child to work towards achieving their individual potential. Practitioners recognise their strengths and areas of development through self-evaluation. All the actions and recommendations made following the last inspection have been addressed and have had a positive impact on outcomes for children. For example, the nursery has developed a statement of the procedure to be followed in the event of a parent failing to collect a child, and children experience more organised lunchtimes to provide greater opportunities for older children to develop their self-help skills and independence. All aspects of the provision are continually monitored to ensure children receive a good start to their learning. Practitioners effectively work in partnership with other agencies to support children, particularly those with additional needs and for whom English is an additional language.

## The quality and standards of the early years provision

Children enjoy their play and are making good progress towards the early learning goals, developing skills which will support them in the future. Babies enjoy exploring a range of suitable toys and activities in a cosy, relaxed environment. They benefit from good levels of interaction and eye contact from staff and have regular opportunities to play with older children. Toddlers are happy and settled, engaging in a range of appropriate activities, such as sharing books, drawing and riding in cars around the garden. Pre-school children enjoy the challenges set by staff, such as dressing up like Spiderman while counting up to 20. Good systems to plan and assess children ensure activities are matched to their individual abilities and interests. A particular strength of the group is the ability to adapt their planning to follow children's lead. The learning environment and accessibility of resources impacts on children's confidence and the ability to make choices and play an active role in their learning. The nursery promotes equality of opportunity, there is a good range of resources which promote positive views of diversity. Activities are organised, for example a parent teaches the children about African dancing. Behaviour is good, the nursery has written policies and procedures, and children have contributed to creating the rules. Children with additional needs, such as English as an additional language receive support.

Children are beginning to link sounds and letters supported by staff who use phonics in a natural manner when helping children to find their name. Children enjoy books and handle them carefully, they have been taught the difference between the author, the illustrator and the title of a book. They spend time reading aloud and sharing books with friends and staff and can relate well known stories, such as 'The Hungry Caterpillar' by looking at the pictures. Children are beginning to experiment with writing recognisable letters from their own names. Children enjoy using glitter, glue and collage materials and use these freely to decorate pre-cut shapes of reindeer. However, greater use could be made of opportunities to practise writing, for example children could be encouraged to label their own work instead of relying on staff. Children have opportunities to develop skills that that will contribute to their future economic well-being. A French teacher comes in once a week and introduces children to another language. Children learn about using computers whilst playing games. Children enjoy planned group activities to consolidate their understanding of the concept of weight as they practice floating and sinking objects. Children are learning to move around confidently, both indoors and out. The outdoor play area is used effectively and indoor activities are taken outdoors. Although the outdoor area still lacks large equipment, such as climbing frames to help children develop physical skills, the outdoor area is generally well planned. Children can choose to read a book, write, draw, or role play. They enjoy balancing on a bridge of crates and negotiate the outdoor space well as they run races, ride bikes, throw balls or play with hoops. Children also benefit from an organised physical activities, such 'stretch and grow'.

Although procedures to ensure annual risk assessments are carried out and recorded need to be developed, a comprehensive risk assessment, of both indoors and outside, is carried out daily and ensures the setting remains safe for the children. Children and staff practise the emergency evacuation procedures on a

regular basis. This helps children become familiar with the routine in the event of an emergency. Children learn how to keep themselves safe through regular fire drills and well practised emergency evacuation procedures. The staff working with the younger children have a sound knowledge of the systems and the equipment to assist them in evacuating the children effectively. Emergency evacuation procedures are evaluated after each practice and all recommendations acted on promptly. The complaints procedure is shared with parents and a complaints log is readily available. The designated staff member who leads on such issues as child protection regularly attends training, and staff are aware of how to record concerns and they know what to do if an allegation is made against them.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<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?	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](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



## **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 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.