

Griffon Day Nursery

Inspection report for early years provision

Unique reference number 204135
Inspection date 29/01/2009
Inspector Sandra Daniels

Setting address Latton Bush Centre, Southern Way, HARLOW, Essex, CM18
7BL

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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

Griffon Day Nursery opened in 1990. It operates from rooms within a self-contained unit in Latton Bush Business Centre, Harlow. The nursery serves the local and surrounding areas. There is a fully enclosed outside play area and access to the nursery is via an intercom system. There is a ramp and self-opening doors. The group opens five days a week all year round, except for one week at Easter and two weeks at Christmas. Sessions are from 08.00 to 18.00, Monday to Friday.

The nursery is registered to care for a maximum of 44 children under five years at any one time. There are currently 53 children on roll. This includes 24 children in the Early Years Foundation Stage (EYFS) and 19 children in receipt of funding for nursery education. Children attend for a variety of sessions. There are no children currently attending with learning difficulties and/or disabilities or who speak English as an additional language

There are nine members of staff working with the children, all of whom have early years qualifications to NVQ level 2 or 3. The setting is a member of the Pre-School Learning Alliance (PSLA). Griffon Day Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Griffon Day Nursery provides a homely, welcoming setting where children and staff are happy, comfortable and feel safe. The nursery meets many of the requirements of the Early Years Foundation Stage (EYFS), supporting each child to make progress in their learning and development, although the documentation does not always reflect this. The setting works well with parents and carers to identify and meet each child's needs, ensuring as part of this process that the learning environment and resources are accessible. The recommendations from the previous inspection have been addressed, demonstrating a capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- update the safeguarding children policy to reflect the guidelines of the Local Safeguarding Children Board
- ensure that the person with designated responsibility for safeguarding children attends a suitable training course
- ensure that an accurate record of children's arrival and departure times is maintained
- develop the self-evaluation process to support continuous improvement.

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

- conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis. This should include inside and outside areas and outings (Suitable premises, environment and equipment) (this also applies to the Childcare Register) 16/02/2009
- develop systems for systematic observations and assessments of each child's achievements, interests and learning styles. Use these observations and assessments to identify learning priorities and plan relevant and motivating activities for each child. Observations must be linked to the early learning goals (Assessment arrangements). 16/02/2009

The leadership and management of the early years provision

Management and staff are keen to improve the provision for children. The outside area has been developed to provide greater support for children's learning and development. The setting has recently started the process of self-evaluation but this is not yet sufficiently effective in identifying strengths and weaknesses and setting targets for future improvement. Children benefit from continuity of care because staff form positive working relationships with parents and carers. Flexible settling-in procedures ensure that children are well supported as they make the transition from home to the setting, and also between different rooms within the setting. Each child benefits from having a key person who gets to know their individual needs and routines, and who ensures that information is shared appropriately with other staff working with the child. Continuity in young children's care routines is supported through daily written feedback that is shared with parents. Displays, newsletters, family events and parents' evenings keep parents informed about activities.

Children are cared for in a safe and secure environment and are generally well safeguarded from harm and neglect. However, the designated person with responsibility for safeguarding has not attended recent training on the subject, and the policy requires updating to reflect the guidelines from the Local Safeguarding Children Board. Staff are familiar with the potential signs and symptoms of abuse and neglect and are aware of the correct procedures to be followed should they have any concerns for the welfare of a child. Although practitioners conduct a daily health and safety check of the premises, a full risk assessment is required to identify potential hazards and to minimise the risk of accidental injury to children in the nursery.

The quality and standards of the early years provision

Children are confident, happy and secure and clearly enjoy their time at the nursery. They benefit from a mix of adult-led and child-initiated play and are secure within the structured routines of the day. Staff organise and set up the

environment so children can independently access toys and activities for themselves and initiate their own learning. Staff demonstrate a sound awareness of the Early Years Foundation Stage, which has been gained from discussions at staff meetings, although most staff have not received specific training. Staff make observations of children as they play and learn. However, they are not systematic enough to give an accurate picture of children's achievements and abilities and the progress they are making towards the early learning goals. Staff are extremely caring and attentive and form very good relationships with the children. They have good interactive skills so they know the children well. Staff plan a variety of activities linked to themes based on long, medium and short-term plans. However, this means planning is not effectively linked to children's current interests. Staff use their knowledge of the children, gained through observations and discussions with parents, so that the children make progress in their development. Although not yet evidenced on children's files, children are making some progress in their learning and development.

Children's safety is promoted well as there are good security systems in place. Staff are attentive and support the children well as they play and learn. Children behave very well. Staff ensure that children have plenty of opportunity to be actively occupied, and encourage them to share and take turns, for example, when playing with the sand. Most children are confident in their communication skills, and enjoy taking an active role as they play in the 'hospital' with a member of staff. Discussions are lively and older children develop a good sense of humour as they joke with practitioners. Children have opportunities to develop independence and their self-care skills. For example, they go to the toilet and get tissues for their noses. Children take responsibility for their environment as they help tidy up the room. Children learn about healthy eating as the nursery promotes fruit for snack times and healthy hot meals are provided from a canteen on the premises. Children understand that they need to wash their hands before they eat in case they have germs on their hands. Children regularly go outside to play in the newly developed play area. Here they can develop their physical skills, such as balancing, climbing, throwing and catching.

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis. This should include inside and outside areas and outings (Suitability and safety of premises, and equipment)

16/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis. This should include inside and outside areas and outings (Suitability and safety of premises, and equipment)

16/02/2009

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

Ofsted received a concern on 03 July 2007 regarding National Standard (NS) 2 (Organisation), 4 (Physical environment), 6 (Safety), 7 (Health), 8 (Food and drink).

An Ofsted inspector conducted an unannounced visit on 12 July 2007 to inspect these National Standards.

At this visit there was evidence that National Standard 2 had not met and the provider was given 1 action as follows:

NS2: ensure there is an effective system in place for registering children and staff attendance on a daily basis, showing times of arrival and departure.

The provider was also given 1 recommendation as follows:

develop an operational plan which is available to parents and which explains how the setting runs and shows how the resources (staff, premises and equipment) are used to meet the needs of the children.

A satisfactory response has been received to the action set and the provider remains qualified 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.