

Ackroyd Children & Family Baby Unit

Inspection report for early years provision

Unique reference number	EY291378
Inspection date	08/01/2009
Inspector	Josephine Geoghegan
Setting address	4 Ackroyd Road, London, SE23 1DL
Telephone number	0208 2914933
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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

Ackroyd Children & Family Baby Unit has been registered since 2004 and the Ackroyd Under 5's Community Group Baby Unit has been established since 1980. The group is run by a management committee, which also runs Ackroyd Under 5's Community Group Nursery, which operates from separate premises in the same residential street in the Honour Oak area of Lewisham. The baby unit, which generally takes children until they are two years of age, operates from a converted house with an enclosed outdoor play area. They operate Monday to Friday from 08.00 to 17.45, all year round. The Ackroyd Children & Family Baby Unit is registered to provide care for a maximum of 12 children under three years at any one time. There are currently 10 children from three months to under three years on roll. Children attend on a full or part time basis. At present there are no children attending the baby unit who are learning English as an additional language or who have identified learning difficulties and/or disabilities. The setting employs a total 19 staff who work at the nursery and baby unit. These include the director, administrator, cook, cleaner and 15 staff who work directly with the children, of these, 13 staff hold relevant childcare qualifications. There are three staff work directly with the children in the baby unit and the manager and deputy oversee both premises.

Overall effectiveness of the early years provision

Children are able to play in a well maintained setting where their individual needs are met well. Staff implement a key person system and plan a broad range of activities and outings that promote all areas of learning and development. The setting is bright and well maintained with displays of children's creative work and photos of them during play and while on outings, promoting their sense of belonging and positive self-esteem. Good systems are in place to promote inclusive practice through activities, resources and working with parents and professionals to ensure children's individual needs are met. Continuous improvement of the service is maintained through effective management systems and staff evaluation of the education programmes and assessments of children's progress.

What steps need to be taken to improve provision further?

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

- minimise the risk of cross infection by ensuring that staff use disposable aprons while changing nappies
- extend the system of planning to ensure the weekly plans identify the areas of learning and development.

The leadership and management of the early years provision

Good systems are in place to ensure the provision is led and managed effectively. For example, clear systems of staff recruitment, induction and appraisal ensure staff suitability is monitored well and areas for professional development are identified. In addition, all staff attend regular meetings, ensuring information is shared and systems of planning and assessment are consistent. Effective evaluation systems include an active schedule of reviewing all policies and procedures that support the management of the service, along with an overall assessment of the setting conducted by the director. This identifies areas for improvement, such as new policies and guidelines for practice. Information is shared well with parents, including information about the setting and their child's progress. For example, parents are involved in the settling in process which includes sharing information regarding children's individual needs and development. Regular parents meetings enable them to discuss their child's progress and daily records ensure they are kept well informed of all events of their child's day. Policies, procedures and all required documentation is available and shared with parents appropriately, helping to safeguard children's welfare.

The quality and standards of the early years provision

Children benefit from a balanced programme of activities, including indoor and outside play and regular outings in the local environment. Overall, staff use the Early Years Foundation Stage well in their systems of planning and assessment, although the weekly plans do not identify the area of learning and development that the activities relate to. Thorough assessment systems that include observations, photos and samples of children's work enable staff to track children's progress well in all areas of learning and identify their next learning steps and individual needs. Children are supported well in their transition from the baby unit to the nursery through regular visits, enabling them to feel secure. Children show a good sense of community as they happily greet each other as they arrive. They benefit from clear expectations of their behaviour as staff help them develop their understanding of right and wrong and encourage them to share and take turns during play. Children develop their independence as they make choices during play and develop their self-care skills during meal times. Children are developing good language and communication skills. For example, they enjoy songs and rhymes, joining in familiar words and actions; they listen and respond well to staff who are attune to their attempts at speaking. In addition, staff help extend their vocabulary during play, encouraging children to use words to describe how the play dough feels and naming the animals in the picture book. Children show an awareness of number during play, such as counting the number of eyes they are adding to their play dough worm. They have good opportunities to use a wide range of toys aimed at developing their problem solving skills. Children express an interest in their environment as they look for spiders in the garden and notice the aeroplanes. In addition, they actively join in conversations with staff about how they come to nursery. They construct in a purposeful way while using play dough and a variety of large construction sets. Children have good opportunities to develop their physical skills during both indoor and outside play.

They show confidence as they use climbing equipment and wheeled toys. Younger children benefit from plenty of clear play space, enabling them to crawl and move freely, developing their physical control. Children have good opportunities to develop their creative expression through regular use of paint, collage, drawing and malleable materials. They freely engage in role-play, imitating while using play food and dolls.

Children's welfare is promoted well as staff implement a wide range of policies and procedures aimed at safeguarding children and keeping them safe while at the setting and on outings. Good systems are in place to ensure children are supported in the event of an accident, illness and when administering any medication; staff hold current first aid qualifications and appropriate records are kept and shared with parents. Children benefit from relaxed meal times where their social skills are promoted well. Children's individual dietary needs are known and respected. They are offered a balanced diet of freshly prepared snacks and cooked meals that include fruit and vegetables, promoting healthy eating habits. Drinks and bottle feeds relate to their individual needs and routines and all bottles and cups are labelled with children's names, promoting good hygiene practice. Good systems are in place to help stop the spread of infection. For example, staff ensure toys and equipment are clean and implement appropriate hygiene practice during nappy changing routines, although not all risks are minimised as disposable aprons are not always used. Thorough risk assessments and regular safety checks ensure children's safety is promoted well. The setting is well organised, enabling children to make choices of toys and books that are stored at low level in containers, which are labelled with words and pictures. Children have access to a good range of toys and equipment that are suitable for their age and abilities. Staff are well deployed and ratios maintained, enabling children to be appropriately supported at all times.

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 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, no complaints have been made to Ofsted.

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.