

Crystal Day Nursery

Inspection report for early years provision

Unique reference number 137226
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Inspector Christine Jacqueline Davies

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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

Crystal Day Nursery was registered in 1988 and is located in the London borough of Bromley. It is privately owned and operates from a converted house with a secure garden for outdoor play. The nursery serves the local area and is close to local schools, parks and transport services. The nursery is registered on the Early Years Register to care for a maximum of 30 children aged three months to five years. The nursery is also registered on the compulsory and voluntary parts of the childcare register. There are currently 30 children on roll. The nursery is open 08:00-18:00, Monday through to Friday, all year round. The nursery supports children who have English as an additional language and children who have disabilities and/or learning difficulties. Seven full-time and two part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The nursery receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Children flourish in their surroundings and benefit from good quality learning experiences which stimulate and extend their development across the six areas of learning. Children are supported effectively by practitioners who respond to their unique individual needs enabling them to become confident and self-assured. Senior managers and practitioners demonstrate a commitment to inclusion and continuously strive for improvement.

What steps need to be taken to improve provision further?

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

- further develop assessment procedures so that information obtained from observations is consistently used by all practitioners to inform planning

The leadership and management of the early years provision

The management team are strong role models for practitioners and are committed to providing a good quality service for children and their families. Reflective practice is a key feature of the setting. Involvement with the local authority quality assurance scheme over the past three years has resulted in managers and practitioners critically examining their practice in detail, improving outcomes for children. Regular self evaluation has also identified clear priorities for future improvement. Recommendations made following their last inspection have been addressed. Detailed policies and procedures are in place and work well in practice. Practitioners are deployed effectively throughout the nursery and receive regular support from managers via supervision sessions, staff meetings and daily discussions. So as a result, children have their welfare, learning and development needs met effectively.

Effective systems are in place for the recruitment and vetting of staff so that adults providing care and looking after children are suitable to do so. Systems are in place to safeguard children. Practitioners have a clear understanding of their roles and responsibilities to protect children from harm and guidelines are in place should concerns arise. There is a designated member of staff responsible for child protection issues. Risk assessments are undertaken and children are cared for in a safe and secure environment. Inclusive practice is promoted throughout the nursery. Practitioners are well informed about the individual needs of children, as comprehensive information is gathered from parents about children's individual daily routines, health needs and preferences. Although there are no children currently attending the nursery with identified learning difficulties or disabilities, strong links with external agencies such as the Area Special Educational Needs Coordinator ensure that practitioners, children and families receive appropriate support. An effective key person system is in place enabling children to develop strong emotional attachments with practitioners and feel safe and secure. The regular two way exchange of information between practitioners and parents means that parents are kept informed about their children's care and progress and have opportunities to verbally contribute to their records, however, parental comments are not formally recorded in children's profiles for future reference.

The quality and standards of the early years provision

Children benefit from a stimulating, enabling environment which provides them with a good range of learning experiences as well as autonomy and independence. For example, practitioners ensure that resources are low level and that available floor space is set up with activities, so that babies and young children can investigate their environment with enthusiasm and make informed choices during play. Practitioners know the children well and have a good understanding of the Early Years Foundation Stage (EYFS). Activities are planned according to the emerging interests of the child which mostly takes into account their diverse learning needs, although at times, practitioners do not always clearly demonstrate how information obtained from observations is used to inform future planning. Despite this, children make generally good progress in their learning and development which is tracked via observations, photos and samples of their work. Practitioners have high expectations of children and set clear consistent boundaries so as a result, children behave well and are kind and considerate towards their peers.

Children enjoy a challenging, busy curriculum which allows them to be spontaneous but also take part in structured activities. Practitioners ask children questions and stimulate discussions using everyday opportunities to extend their understanding and knowledge. Children have good concentration skills and are given sufficient time to consolidate their learning during play. Children under three make connections in their learning via creative activities such as hand painting, sensory bottles and water play, whereas older children experiment with a range of materials such as pasta and dried rice, aiding their creative development. Children benefit from individual attention and enjoy being with familiar adults, helping to develop a sense of belonging. They enjoy looking at books, pointing out familiar

objects such as 'train' or 'telephone', whilst snuggling in and enjoying physical contact with practitioners. Older children have many opportunities to explore a good range of fiction and non fiction texts and have ample opportunities to experiment with their home language as well as French, particularly when participating in storytelling or singing songs. Daily routines reinforce children's problem solving skills, such as working out how many plates, cutlery and cups are required at mealtimes for each child or organising themselves into groups of four as they line up to wash their hands after outdoor play.

Children develop a good knowledge and understanding of the world. For example, children have opportunities to learn about other cultures, nature and lifecycles, undertaking topics linked to their favourite story 'The hungry caterpillar' and festivals such as Chinese New Year, where they make Chinese lanterns. In addition, children have access to a range of resources reflecting diversity, enabling them to have a positive attitude to similarities and differences. Children are developing a good grasp of design and technology, building models such as dinosaurs and cars with duplo and Lego. Daily outside play helps children to develop good attitudes to their health and wellbeing, enhanced by equipment such as bats and balls, three wheeled bikes, and slide. Meals provided are healthy and take into account children's individual dietary needs. Good hygiene procedures minimise cross infection and good recordkeeping regarding accidents and medication ensure that children's health needs are appropriately supported. Practitioners teach children about safety via regular discussions and by ensuring that equipment and resources are maintained to a good standard.

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

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.