

Yukon Day Nursery

Inspection report for early years provision

Unique reference number 123142
Inspection date 29/04/2009
Inspector Angela Ramsey

Setting address Dalton House, Yukon Road, Balham Hill Estate, Balham,
SW12 9DN

Telephone number 020 8675 8838

Email

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 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

Yukon Day Nursery has been registered since January 1993 and operates from a large hall with additional rooms, beneath a block of flats on the Balham Hill estate in the London borough of Wandsworth. Children have access to a secure outside play area, which is situated very near to the premises.

The nursery is registered to care for 26 children aged two years to under five years. The nursery operates each weekday from 08:30 until 18:00 and is open 50 weeks of the year.

There are currently 15 children on roll. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A total of five staff are employed to work with the children and all of hold an early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

The nursery is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff team provide a varied range of activities and resources which support children's learning and development. Children's achievements are observed, monitored and assessed, and the next steps in their learning planned. A system is in place to evaluate the provision which involves the views of parents and staff which is effective in identifying strengths and areas for improvement. All the recommendations set at the last inspection have been complied with.

What steps need to be taken to improve provision further?

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

- ensure details of all risk assessments including those for outings and the outdoor play area are recorded
- ensure an adequate supply of changing aprons are provided to promote good hygiene practice

The leadership and management of the early years provision

The staff team communicate, are enthusiastic and work well together. Effective recruitment and vetting procedures ensure that all staff who work with children are suitable to do so. Staff and resources are well deployed which ensures the correct

ratios are maintained.

Policies and procedures have been devised which the staff team use as a working tool. Children and staff practise the emergency evacuation procedures on a regular basis. This enables children to become familiar with the routine in the event of an emergency. Visitors are always requested to sign in and out of the nursery. Risk assessments within the setting are conducted. However, a record is not kept for risk assessments pertaining to outings and for the outdoor play area.

Parents/carers are fully involved in their children's learning. Staff talk to parents on a daily basis and provide written information of their children's care needs. As well as these parents evenings are arranged. Parents are also provided with reports which detail their children's achievements.

During this inspection some parents approached the Inspector to voice their opinions of the nursery. Parents commented on the dedication and commitment of the staff team. Parents are also full of praise for the nourishing meals that are prepared by the nursery cook. They were also pleased with the information they received regarding their child's development. As well as the activities provided within the nursery, parents praised the experiences children receive on outings to places, such as fruit picking at Hewitts farm, visits to city farms, zoos and local libraries.

Inclusive practice is promoted ensuring that all children have their welfare needs met and achieve well. Links with parents/carers and specialist workers within the local borough ensures children receive any additional support required.

The quality and standards of the early years provision

Children are happy and are making good progress, this is because staff plan and evaluate enjoyable activities, which both supports and challenges children's development. Each child is assigned to a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for children's next steps in learning.

Most staff have attended Early Years Foundation Stage (EYFS) training. The manger is also in the process of organising further EYFS training for the staff team as a whole.

The outdoor play area is effectively used. Children are able to practise their spatial awareness skills as they ride scooters, ride wheeled toys and play with balls. Children are happy and are making good progress in their personal, social and emotional development. This is due to the fact that children are well supported and staff have high expectations of behaviour. For example, children are expected to take turns, share and respect the rules, such as no running inside the nursery premises. Children also assist staff with tidying away the toys.

Nutritious meals and snacks are prepared on the premises by the cook who caters for children's specific dietary requirements. Children help the staff to set the table

for meal times calculating how many places are required. At meal times children's independence is encouraged as the children serve themselves. Children's self-care skills are being developed as the children wash their hands and clean their teeth. However, not all staff consistently use one apron per child when changing nappies. This could compromise children's health.

Opportunities for children to write and mark make are also provided. For example, the pre-school children are able to write their names. Labelled resources encourage children's recognition of letters and understanding of the written word. Older children are able to recognise the letters of the alphabet and recite these phonetically. Children are also able to make three letter words out of letters, such as Bb, Aa, Ss, Tt and Pp.

Children are able to practise problem solving, reasoning and numeracy skills. For example, younger children are able to complete puzzles. Some older children are beginning to understand the concept of simple addition and subtraction. Whilst rolling, cutting and kneading play dough a member of staff asks the children questions, such as 'What do you think will happen if ...' Questions like these make children think and predict what will happen next.

Children enjoy playing in the well resourced role play area. Here children can bath their 'babies', dress, feed and then take them shopping. Children participate in French lessons. They are able to say mouth, eyes, nose and feet in French and also recall colours for example orange, black and yellow. Children listen intently as they are told a story about a hen, cockerel and their chicks in French.

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 |

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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