

# Glaisdale Day Nursery

Inspection report for early years provision

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**Unique reference number** EY380413  
**Inspection date** 20/05/2009  
**Inspector** Jacqui Lloyd / Joanne Lindsey Caswell

**Setting address** 26 Manor Road, Cheam, Surrey, SM2 7AG

**Telephone number** 02086 436 831

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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 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

Glaisdale Day Nursery is one of two nurseries run by Chiltern Nurseries Ltd. It opened in 2008 and operates from a purpose designed two storey residential building. Children also have access to a large enclosed outdoor play area. The premises are located within close proximity of Cheam railway station, Sutton town centre and local shops. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 95 children may attend the nursery at any one time. There are currently 47 children aged from six months to four years on roll.

Glaisdale Day Nursery also provides out of school care which is available after school during term time and throughout the day during the school holidays. The out of school provision provides care for children aged from four years to 10 years. The nursery is open each weekday from 07:30 to 18:30 for 51 weeks of the year. The nursery employs a total of 21 members of staff and of these, 12 hold recognised childcare qualifications.

## Overall effectiveness of the early years provision

Overall the quality of provision is good. Children make good progress in their learning and development as staff know the children well and recognise their differing needs, enabling them to support each child appropriately. Effective procedures for self-evaluation ensure the nursery makes continuous improvement and actively seeks out ways to enhance practice and many developments have enhanced the provision since the nursery opened. Partnerships with parents and carers are strong and good lines of communication exist between home and nursery to meet the needs of all children and this has a positive impact on supporting children's learning. Good procedures are in place for safeguarding children and nursery policies and procedures support the health, safety and welfare of children.

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

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

- improve procedures to ensure all room registers are consistently accurate throughout the day
- continue to develop the formats for planning and assessment to ensure activities are evaluated effectively, enabling staff to plan for children's individual future learning needs
- continue to develop and implement the plans to improve the outside play area, to further enhance children's learning opportunities.

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

The leadership and management of the nursery is good and the senior management play a crucial role in implementing strategies which strengthen the provision and lead to improvements in children's learning and development. They have a realistic view of the nursery and have already identified areas for development. For example, through effective self-evaluation, staff identified the outside area needs developing further in order to enhance the learning programme and have implemented an appropriate action plan in order to address this.

Planning and assessment arrangements are developing and staff have a good understanding of how to support children's learning through quality play experiences. Staff regularly carry out observations and ensure children's progress towards the early learning goals is closely monitored. However, at present, not all staff are confident in evaluating observations and identifying children's next stages of development. Consequently, some children's learning is planned for more closely than others.

Generally, measures to safeguard children are good. Staff attend appropriate training and understand their roles and responsibilities in promoting children's welfare. Well-designed nursery rooms ensure children are fully supervised at all times as milk kitchens, sleep rooms and nappy change areas are integrated into group rooms. Good security measures ensure unauthorised visitors are not permitted access to the nursery and a password system ensures any adults unknown to the staff are checked before children are allowed to leave the nursery. Risk assessments are completed appropriately and any identified hazards are made safe. Room registers are generally maintained appropriately. However, for short periods of the day when children change rooms or are settling in the nursery, the registers are not consistently updated, which potentially compromises children's safety.

Partnerships with parents and carers are good. Staff welcome all parents and carers into the nursery and there is a detailed exchange of information on a daily basis with the child's key person. This ensures parents and carers are fully informed of children's care routines and daily achievements. Parents and carers are closely involved in the assessment arrangements and contribute their own knowledge of children's development which helps staff to identify children's starting points in learning. Good links are being established with other early years providers and the local schools children attend to ensure children's learning is planned for appropriately.

## **The quality and standards of the early years provision**

Children enjoy their time at nursery and achieve well as staff know each child very well and plan activities which interest children and provide a fun, happy atmosphere. Staff form very close relationships with the children and offer plenty of cuddles and physical affection, resulting in a very caring and nurturing environment. The nursery is particularly homely and rooms are well-designed with

quality equipment and soft furnishings that help children feel secure and relaxed.

All children are valued and included. The nursery adopts a fully inclusive policy and welcomes all children and their families. Children who speak English as an additional language are supported well and children's different interests and characteristics are understood by staff and are respected. For example, children who eat slower than other children are not rushed at lunchtime and receive plenty of attention from staff. Children feel listened to and acknowledged as staff respond positively to them. For example, during a sensory play activity, staff ask children what objects they would like to add to the foam, allowing children to have confidence to make their own choices. In the after school club, children have the freedom to select their own activities and unwind after their day at school.

Children play very well together and develop good social skills. They understand the nursery's 'Golden Rules' which help them to be kind and considerate to one another. Children develop very good language and communication skills and older children enjoy lengthy discussions with staff. Staff are very 'in tune' with the babies' developing communication skills and respond positively to their non-verbal gestures. Children develop good numeracy skills and use numbers in their play and games. For example, a three-year old was hopping and stated confidently 'I did five hops'. Babies and children have good investigative skills. They are curious to find out how things work and develop good skills in logic and reasoning. For example, babies work out how to join bricks together and enjoy 'cause/effect' toys by pressing buttons and lifting flaps. Older children are confident in using the computer and other technology, such as cameras.

The provision for children to learn how to stay safe is good. Staff explain possible dangers to children and help them learn how to protect themselves, such as by using scissors carefully. Good procedures have been put in place to protect the older children whilst walking back from school. Risk assessments have been completed and children understand the importance of road safety.

Children develop a healthy lifestyle and benefit from nutritious meals and snacks. Drinks are freely provided and good measures are taken to ensure the nursery is clean and hygienic and children are protected against infection. Children have opportunities to play outside and there are plans to develop the garden to enhance the learning and physical play activities.

## 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?	2
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

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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