

LaDel's Day Nursery Limited

Inspection report for early years provision

Unique reference number

EY384154

Inspection date

06/04/2009

Inspector

Joanne Lindsey Caswell

Setting address

Ladels Day Nursery, Highbury Avenue, THORNTON HEATH,
Surrey, CR7 8BQ

Telephone number

02087644343

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 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

LaDel's Day Nursery Limited has been established as a day nursery since 2003, although it re-registered as a limited company in 2008. The nursery is privately-owned and operates from a single-storey building in Thornton Heath, in the London borough of Croydon. It is open Monday to Friday, from 07:30 to 18:00, 51 weeks of the year. The premises consist of purpose-designed rooms for children of different age groups. There are fully enclosed outdoor play areas. The nursery is registered on the Early Years Register to provide care for a maximum of 42 children aged under five years at any one time. The nursery is in receipt of funding for the provision of early education for children aged three and four years. Children from three months to under five years may attend on a full-time or part-time basis.

There are currently 46 children, aged from 12 months to four years, on roll. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. A team of 12 staff work with the children. Of these, five staff hold recognised early years qualifications and four staff are currently working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff know the children very well and are attentive in meeting their individual needs. There is a fully inclusive environment ensuring that all children achieve well, given their personal starting points. Good partnerships are in place with parents/carers and they are happy with the service provided and information is appropriately exchanged regarding children's achievements. Safeguarding policies and procedures are robust and staff have a clear understanding of how to support children's welfare. Self-evaluation procedures are good and help the nursery to clearly identify areas for development and ensure on-going improvements.

What steps need to be taken to improve provision further?

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

- review the methods of assessment to ensure 1) information gathered from observation is evaluated thoroughly and children's next stages in learning and development are appropriately planned for and 2) information gathered from parents/carers is used effectively to inform future planning
- continue to develop the outside area to extend children's learning and development opportunities

The leadership and management of the early years provision

The nursery is very well-organised and staff work together as a strong, competent team. Professional development is given high priority and all staff have a positive

attitude towards updating their knowledge and skills through the completion of training. The nursery manager and her staff use the process of self-evaluation effectively by regularly reflecting on their practice and adapting the provision to enhance the learning programme.

Staff have a good understanding of the Early Years Foundation Stage (EYFS) and recognise the benefit of high quality, practical learning opportunities to support children's development. The daily routine is organised well with good staff deployment, ensuring children receive a good balance of child-initiated learning and adult-led activities. Staff sensitively support children's learning by interacting positively with children and asking open-ended questions, particularly in activities such as role-play, where staff successfully extend children's learning without leading the play. The outside area is used effectively at present, although further development of this area would enhance the range of opportunities available to support children's learning outside.

Staff carry out regular observations and assessments on children's learning, although at present, observations are not always consistently evaluated and this means information gathered from observation is not always fully recorded and linked into future planning. Good communication between home and nursery encourages parents/carers to share information on their own children at regular intervals, such as by giving information about what activities children have experienced at the weekend. However, at present, this information is not always carried forward and incorporated into curriculum planning.

Staff offer a fully inclusive setting and welcome all children and families into the nursery. Information is displayed in different languages reflecting the different ethnicity of all children attending. This ensures all children feel valued and respected for their own individuality.

Very good provision is in place to support children's health and safety. Risk assessments are completed and cover all aspects of care, including outings, and staff are vigilant in maintaining a clean, safe and hygienic environment.

The quality and standards of the early years provision

Children are very happy and settled in the nursery. They form strong relationships with staff and the other children and are very kind and sensitive towards others. Children happily approach staff for cuddles and support and staff are very responsive to children's needs. Good provision is in place to support children's learning and development. The nursery has a very good range of resources, which covers all areas of play and learning. Staff utilise practical activities well to encourage children's learning. For example, children have good opportunities to develop their numeracy and literacy skills in the outside area after completing gardening activities, where they use tape measures to measure their plants and use pencils and paper for recording their findings.

Children develop a keen understanding of the importance of good health. They excitedly try new foods at snack time and enjoy freshly-cooked, nourishing meals.

Drinks are readily accessible at all times. Children benefit from physical activity and develop skills in moving in different ways. For example, babies develop confidence in becoming mobile and older children use resources for pushing/pulling, balancing and crawling. Activities, such as digging in the garden, help to encourage muscle control and older children understand the impact exercise has on their bodies as they recognise when they are becoming hot and thirsty.

Children are kept safe as the premises are extremely secure and staff are vigilant in supervising children at all times. Regular checks are carried out on sleeping children to ensure all children are closely monitored to ensure their safety. Group discussions and visitors to the setting help to raise children's awareness of safety, as they enjoy visits from the emergency services.

Children develop effective skills which contribute towards their future learning. They become very familiar with technology and use resources, such as computers, cameras and battery-operated toys confidently and competently. Children have a very good awareness of mathematical concepts and this is extended well during practical activities. For example, children sing number songs and add on and take away confidently. Good use is made of outings to extend children's learning and broaden their experiences. For example, children enjoy outings to the zoo and farm and undertake visits within the local area. This helps to keep children interested in their learning and be motivated to ask questions and develop their understanding.

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 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.