

# Smilers Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | 153687                                    |
| <b>Inspection date</b>         | 11/06/2009                                |
| <b>Inspector</b>               | Sharon Henry                              |
| <b>Setting address</b>         | 29 Vicarage Road, Leyton, London, E10 5EF |
| <b>Telephone number</b>        | 020 8558 1810                             |
| <b>Email</b>                   |   |
| <b>Type of setting</b>         | 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

Smilers Day Nursery is privately owned and was registered in 1996. It is situated on the ground floor of a double fronted house in the Leyton area of Waltham Forest. A maximum of 35 children may attend the setting at any one time. The provision is open each weekday 08:00 until 18:00 all year round. There are currently 37 children roll, all of whom are in the Early Years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision currently supports children who speak English as an additional language. The provision employs ten staff. The majority of staff, including the manager, hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Staff successfully promote many aspects of the welfare requirements within the suitably inclusive environment, they know the children well and as a result they are happy, secure and have fun. Positive relationships with parents, through some written and mainly verbal exchanges of information, generally contribute to children's welfare needs being met. The provider demonstrates a commitment to continuously improve the provision. However, systems to monitor the quality of children's learning and overall welfare are at the very early stages of development, as plans for future improvement are continuing to be identified.

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

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

- ensure that assessments of children and planning link together to identify their starting point and the next steps in their learning to enable them to make good progress through the early learning goals
- improve safety by revising the risk assessments for the premises.
- ensure that the Safeguarding policy contains the procedures to be followed in the event of an allegation being made against a member of staff and that staff are aware of this
- further improve children's health by improving the present system of hand washing

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and welfare) 03/07/2009
- revise the written procedure for dealing with concerns and complaints from parents to ensure that it meets the welfare requirement of the Early Years Foundation 03/07/2009

Stage, in relation to keeping a written record of complaints and their outcome. (Documentation) (also applies to the compulsory and voluntary part of the Childcare Register)

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

Children benefit from having experienced and qualified staff who work well as a team and are effectively deployed. Staff are well qualified and good ratios ensure children are supported adequately during their time at the setting. Effective staff deployment ensures children are well supervised, whilst enabling them to start to manage their own safety. Robust systems are in place for recruitment, and appraisals and ongoing training provide opportunities for staff to consolidate their knowledge and identify development needs. Self evaluation of the setting has led to improvement for some outcomes for children as most recommendations from the previous inspection have been implemented. For example, the way staff interact with the children. The management team have also identified weaknesses in children's learning with regard to observations and assessments and have begun to set up links with the local authority advisory team to counteract this.

There is a sound partnership with parents and plans are in place to rapidly improve it. Some strengths already exist, whereby there is an open door policy and parents consider that they are always made to feel welcome in this setting. Parents feel at ease in the setting as they are able to talk freely with staff about any concerns they have. The parents' notice board provides quality information for them, although parents are not sufficiently involved in the planning to enhance their children's learning. Generally children's health is promoted through the sound systems in place. A record of all accidents is maintained and staff follow a set procedure to promote children's welfare in the event that they need to administer medication. However, consent for emergency treatment or advice is not in place for all children. As a result, children's health is compromised.

Risk assessments are effectively identifying aspects of the environment that need to be checked on a regular basis and most safety measures are in place for keeping children safe, such as adults and children periodically practising the emergency escape plan. However, not all safety measures have been identified indoors, including plug sockets that are accessible to children and not fitted with safety covers.

Children are safeguarded by the staff team's thorough understanding of their responsibilities in protecting children from the risk of abuse or neglect. All staff demonstrated a clear awareness of issues that may give rise to cause for concern, and of the action to take in order to protect children. Policies provide clear guidance to staff. However, the safeguarding policy does not fully meet the welfare requirement as it does not include procedures to follow should an allegation be made against a member of staff. Although there are written procedures for dealing with concerns and complaints from parents, a written

record is not kept of complaints and their outcome, which is a breach of the welfare requirements.

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

Overall, children make satisfactory progress. There are sound systems in place for observing and documenting children's progress and capabilities. However, the systems to support the next steps in children's individual progress and learning are not yet fully in place. Staff have the confidence to allow children to go off on a tangent and let them become excited with their own interests, which means their learning accelerates. Children benefit from the free flow environment where they can access the garden area as and when they please. They spend a considerable amount of time in the garden, where they use large apparatus such as the climbing frame and the swings. A group of children enjoy painting and completing the floor puzzle in the enclosed area underneath the climbing frame. Staff support children well as they interact positively with them, supporting them when needed. For example, they respond to a request to push them on the swings. Children become excited as they eagerly participate in spontaneous activities, such as using sponges to wash the nursery cars and scooters. This initiates a conversation where the children talk about the colour of their parents' cars and who helps their parents wash their cars. Children enjoy being creative as they use materials such as glitter to create attractive artwork; everyday objects such as sponges and straws are used for design boats. There are opportunities for children to learn about the environment as they pick flowers from the garden and paint the trees outside. The interest table enables children to explore materials, such as shells, twigs and stones. Children are confident speakers and are able to express their needs. For example, at lunch time, some children request seconds. A group of older children discuss why vegetables are good for them with them, commenting that they give you 'super powers'. However, opportunities for problem solving are less well developed.

Children play in a clean environment. They have regular access to fresh drinking water throughout the day. They enjoy meals prepared by the experienced cook, which are served in line with food hygiene requirements. Children are learning to be independent as they choose when they want their snacks and they confidently attend to their own personal needs and know to wash their hands afterwards. However, the present system does not promote good hygiene practice. For example, there is no hot water in some areas of the setting, including the changing area, and not all children routinely use soap when washing their hands, all of which poses a risk of cross infection and therefore compromises children's health. Children are well behaved in an environment which fosters their skills of cooperation. They receive lots of praise and encouragement which boosts their confidence and self esteem.

## 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> | 3 |
| How well does the provision promote inclusive practice?   | 3 |
| The capacity of the provision to maintain continuous improvement.   | 3 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others?                            | 3 |
| How well are children safeguarded?  | 3 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 3 |
| How well are children helped to stay safe?  | 3 |
| How well are children helped to be healthy?   | 3 |
| How well are children helped to enjoy and achieve?  | 3 |
| How well are children helped to make a positive contribution?   | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report

03/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report

03/07/2009