

Colby Road Day Nursery

Inspection report for early years provision

Unique reference number	107478
Inspection date	18/08/2009
Inspector	Rebecca Hurst
Setting address	9b Colby Road, London, SE19 1HA
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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).

Description of the setting

Colby Road Day Care Project opened in 1989. It operates from two rooms in the basement of a three storey terrace house in Upper Norwood. There is a small rear garden with a paved area for outdoor play.

The provision may care for no more than 10 children from one year until the end of the early years age group, of these, not more than three may be under two years at any one time. There are currently 10 children on roll.

The project opens five days a week all year round, from 8 am to 6 pm

The setting is registered on the Early Years Register only.

The provider and four other staff work with the children. Two have childcare qualifications to NVQ level 3 and one is currently working towards a recognised early years qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The nursery provides a welcoming environment that supports children. The partnership with parents contributes to meeting individual children's needs and children are valued at the setting because staff promotes diversity and equal opportunities through detailed information regarding children's backgrounds and heritage. The provider is beginning to self-evaluate the nursery's practice, although this is still in its infancy. The provider and staff show commitment to improve areas in the nursery's practice in order to meet children's individual needs and improve the outcomes for children in their care. Next steps are not consistently included in the children's observations; as a result these are not used to aid the planning of activities for the children.

What steps need to be taken to improve provision further?

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

- ensure drinking water is accessible at all times
- ensure next steps are completed in the children's observations and that children's assessments are used to plan educational activities
- ensure the contents of first aid kit is checked and updated on a regular basis and does not pose a risk for those who require treatment
- ensure staff who do not have completed relevant checks carried out are not left alone with the children
- ensure all staff have attended training to update knowledge of the requirements of the EYFS in order to effectively plan for the children's development
- update knowledge of requirements relating to CRB checks

The leadership and management of the early years provision

All policies and procedures are in place and shared with staff and parents. This ensures that all who are involved with the settings are aware of its ethos and how it is run. All policies and procedures are up to date and reflect current changes to legislation. Some staff do not have up to date checks carried out on them, and are left alone with the children in the room. However, due to the layout of the setting, these staff can be seen from other rooms. This has a limited impact on the safety of the children as there are checks in place from previous employers and are in the process of having new checks carried out. The provider is also not aware of changes made to the portability of CRB checks. Consequently, the safeguarding of children is not sufficiently robust.

All staff have current and up to date first aid qualifications. All accident and incident are recorded and signed by the parents. However, the contents of the first aid kit are currently out of date. As a result, children are not fully protected in an event of an emergency. Staff and children practice regular fire drills and these are recorded; this ensures all staff and children are aware of what procedures to follow in an emergency.

The parents have access to an abundance of information about the setting. The children have their work displayed around the walls for the parents to see. This helps to build the children's confidence and self esteem. The parents and children are involved with the setting's self-evaluation process. This process has highlighted the weaknesses within the setting. Not all of the setting's weaknesses have been highlighted within the self-evaluation process. The provider is slowly addressing the issues that have been found. The provider is aware that all staff need to have training for the Early Years Foundation Stage curriculum; this was highlighted during the self- evaluation process.

The quality and standards of the early years provision

Parents complete starting points and likes and dislikes of the children before they start at the setting. This allows staff to be aware of the children's abilities and to plan accordingly. Children enjoy participating in cooking activities, the results of these activities they eat for their lunch. Children learn how to weigh items and how to turn take. Children enjoy role play activities and initiate these activities, which the staff aid with their open ended questions.

Children learn the differences between right and wrong, and are taught the correct manners to use towards each other. As a result, children's behaviour is sound and they are polite towards each other. Older children aid the younger ones with their every day play. This helps the younger ones with their development. All children enjoy the free flow they have between the play rooms and the outside area. This ensures their learning is not limited to one room and that the outside area is an extension of their learning experiences inside.

The setting has recently changed its planning and observations system. Planning currently does not reflect adult led activities, and only has children's choices. As a result, the learning intentions of the activities are not clear. Next steps of the children's written observations are not consistently completed. Consequently, these are not being used to further plan for the children's development.

Children have freshly prepared meals throughout the day. Older children are able to enhance their acquisition of independence skills by serving themselves their drinks and buttering their own toast. However, drinking water is not accessible at all times throughout the day. This mainly affects children with limited speech as they are not able to effectively request a drink from the staff. Older children are able to express their needs and staff get their drinks from the kitchen.

Children are all happy and settled at the setting. New children receive reassuring cuddles from the staff, and children who have returned from holidays are welcomed with open arms by both the staff and the children. This ensures children feel secure at the setting and reassures the parents that they are settled and happy. Children are taught about safety within the setting and how to move around without hurting themselves and their peers. Staff also explain to the children the importance of tidying away toys once they have finished with them before they get more resources out, to avoid trip hazards.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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