

Snowdrops Day Nursery

Inspection report for early years provision

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Inspection date	14/12/2009
Inspector	Natasha Parsons
Setting address	Living Flames Baptist Church, 363 Fulbourne Road, LONDON, E17 4HL
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Snowdrops Day Nursery is run by an individual. It opened in 2009 and operates from one hall in a modified building. It is situated in a residential area in Walthamstow in the London borough of Waltham Forest. A maximum of 40 children, aged from two upwards in the early years age range, may attend the nursery at anytime. The nursery is open each weekday from 7.30am to 6.30pm for 49 weeks of the year. There are currently 12 children on roll. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register. Children come from a wide catchment area. The nursery supports three children who speak English as an additional language. The nursery employs four members of staff. Of these, four hold appropriate early years qualifications and two are working towards a higher level.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A developing knowledge of each child's needs ensures that staff promote children's welfare and learning. Children are generally safe and secure and have formed firm friendships with their peers. The partnerships with parents, and other agencies are being developed and help to ensure the needs of all children are met, along with any additional support needs. This means that children make steady progress, given their age, ability and starting points.

Developing self-evaluation by the provider and staff ensures that priorities for development are identified and responded to, resulting in provision that responds to user needs.

What steps need to be taken to improve provision further?

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

- ensure hazards are minimised when hot drinks are consumed near children (Safeguarding and promoting children's welfare) 14/12/2009
- ensure an accurate record of accidents are completed and parents are informed (Safeguarding and promoting children's welfare) 14/12/2009

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

- ensure the temperature of the premises is warm enough, particularly when the heating has been turned off when the setting has not been operating
- ensure children develop an understanding of the importance of hand washing, and information supporting this is at their eye level

- further develop the range of equipment and materials that reflect diversity and arrangements in place to support children's hair needs when exploring sand play
- develop the link between the indoor and outdoor environment so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

Staff work as a team. They communicate and are clear about their roles and responsibilities, therefore, the day runs smoothly, and children know what to expect and settle quickly.

Staff generally implement policies and procedures to promote children's welfare and safety. They carry out risk assessments on a weekly basis and a more thorough monthly assessment.

Staff have a satisfactory understanding of how to safeguard and protect children, which includes how to recognise signs and symptoms of abuse and the procedures to follow if they have concerns. Their knowledge is current through induction and with training, existing injuries would be recorded and discussed with parents as routine. All this helps to protect children from harm.

There are appropriate recruitment and induction systems to check staff's suitability to work with children, and to ensure they are informed of the setting's policies and procedures.

Most of the required records are in place and are completed clearly to promote children's healthy and safety. There is a clear procedure for administering prescribed medication to children, to ensure their ongoing health. However, incomplete accident records are in place.

Effective staff deployment means that all children, are supervised and supported. There is a good range of toys and resources available within the nursery, which are organised to allow children to make choices to extend their own play and learning. This includes a developing range of resources that reflect diversity, so that children can start to develop a positive self-image. Outside activities including the use of the local library and farm promote children's awareness of their local environment.

Staff are developing working relationships with parents and carers. There is accessible information for parents about the setting, including accessible policies and displays within the nursery. There are daily opportunities for sharing information verbally in order to meet individual needs, which is supported by daily communication diaries that record food intake, sleep times, what has been enjoyed and achievements. Parents are welcomed into the nursery and share knowledge about celebrations, for example, Pakistan Independence Day, to support children's learning and are involved in the assessment of their child's progress. Staff are keen to share information with other professionals that support children, their welfare

and development.

The nursery provider is committed to make improvements and implements recommendations made by the agencies who support the service. The setting is committed to continuous improvement, and training is provided to ensure that staff keep their knowledge of caring for children current.

The quality and standards of the early years provision and outcomes for children

Children make sound progress in their learning. They benefit from the group currently being small in size and the high level of staff to children ratios, staff are relaxed and this ensures children receive lots of individual attention and the pace of the day is generally led by the children, for example, mealtimes are sociable, when children have the time to serve themselves and eat at their own pace. Staff praise and encourage children's achievements, for example, when children served their own food, staff applauded their efforts. The hall is designed to incorporate the six areas of learning. Children can generally choose resources from the low level storage and drawer systems, and play independently. Children enjoy music, singing and a range of instruments, they have helped to make this promote their social, creative development and their problem-solving and communication skills.

Children's starting points are established when they start the nursery in conjunction with their parents, key workers then plan for children's next steps. Children spend time in their key groups and small groups during the day and this helps them to feel secure. Staff make observations of children's interests and what they can do. These observations are then used to plan for children's next stage of development. There are both medium and short term plans, which are displayed for ease of reference, and themes are followed and these are linked to the six areas of learning, for example, visiting a duck pond, feeding the ducks and singing rhythms about ducks. This enables children to develop a sound knowledge of the theme covered.

The balance between adult and child-led activities is appropriate. A timetable is followed and includes a circle time when children share their experiences of the books they have taken home and enjoyed, they discuss the day of the week, the weather and this extends their knowledge of the world around them. Children have the opportunity to spend time outside as it is part of the daily routine, when they develop their physical skills as they pedal bikes, climb steps and use their hands to pour and mould sand. However, the opportunity to provide free flow play between inside and outdoors has not been fully explored for all year round, but the setting is committed to do this. Children take part in board games which is helping them to develop an awareness of the sounds and letters in short words, for example, 'tap' and they enjoy the challenge of sounding out the word and identifying the letters. Children's early numeracy is promoted when they count and add on numbers to three and visual images further support this.

Staff support children's health and safety reminding them about hand washing, however, staff do not explain its importance, this is a missed opportunity for

children to learn about germs and how they are protecting themselves. Children are provided with a range of cutlery, with some children also using their hands, which staff appropriately support. Children enjoy the meals offered and quantities are provided according to their individual appetites. Children developed their independent skills when serving themselves and others from the water dispenser, staff were vigilant to ensure children's safety when water spillages were dealt with promptly. They ensure that runny noses are managed with use of individual tissues placed in the bin after use. The premises initially were not warm enough and supplementary heating had to be used, to make it comfortable for children and adults, the provider is committed to resolving this. Staff remind children about walking carefully where it is wet, and sand is spilled, and they risk assess the premises daily for hazards and use risk assessment for trips and outings. However, risks had not been fully identified in the practice of adults consuming hot drinks, near to children.

Children generally know how to behave and respond appropriately to adults when they have to intervene. They are reminded by visual props of the importance of being kind and taking turns. They are supplied with regular drinks and also have access to a water dispenser. Children enjoy healthy nutritious meals. Main meals are supplied by an outside contractor who is committed to healthy eating, children are provided with a range of meals, for example, spaghetti bolognese, shepherd's pie, chilli. Children benefit from the healthy snacks provided including fruit and tuna sandwiches, and learn the value of healthy eating when they are reminded that eating carrots will aid their vision.

Children play with an adequate range of resources promoting positive images of other cultures and have participated in discussion about different countries and their flags. Welcome and goodbye posters remind children of the diversity of languages that exist, and children are learning about other cultural celebrations when they acknowledge Eid and Christmas and make masks for the Notting Hill Carnival. The setting is committed to extend the range of current materials and providing hats for sand play. Parents contribute to the setting's knowledge and talk to children about different cultural celebrations, for example, Pakistan Independence Day. The composition of the staff team is reflective of the children attending, staff are mindful of children's different religious backgrounds, and use this knowledge when planning.

Children enjoy some trips to their local community, including the library and farm, and this supports them in learning skills for the future. Children are caring and considerate towards each other and offer support when they find other children's shoes and fetch them drinks.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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