



Crouch Hill Day Nursery

Inspection report for early years provision

Unique Reference Number	EY287945
Inspection date	31 October 2005
Inspector	Moreen Johnson
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Registered person	Asquith Court Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Crouch Hill Day Nursery registered in August 2004 and is one of 108 nurseries run by Asquith Court Nurseries Limited. It operates from the basement and ground floor of a large building in Islington and has access to three playrooms, kitchen, office, toilets and an enclosed outside play area. The group opens 5 days per week, 51 weeks of the year. Opening hours are from 08:00 to 18:00.

There are currently 47 children aged from 5 months to 3 years on roll. Of these 10

children receive funding for nursery education. The nursery currently supports a small number of children who speak English as an additional language.

The nursery employs 13 staff, most staff including the manager hold appropriate early years qualifications. Two staff members are currently working towards the NVQ level 3 in childcare and two are working towards the level 2 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning the importance of good personal hygiene through well-planned routines. They are encouraged to wash their hand before eating and after using the toilet. There are effective hygiene procedures in place and staff adhere to good practice when changing children's nappies and when preparing and serving food.

Children benefit from a healthy diet. Staff promote healthy eating well by offering children a healthy balanced varied diet, which includes foods from a variety of cultures. Children are offered drinks at regular intervals throughout the day. Babies are given milk and water in accordance with their home routines. Special dietary requirements are complied with this ensures children remain healthy.

Children enjoy engaging in physical exercise. They have daily opportunities for outdoor play and they engage in energetic play in the garden. They show good co-ordination during music and movement sessions and when running, cycling and climbing outdoors.

Staff are developing an understanding of the 'Birth to Three Matters' and meet the needs of the under 3's generally well. Children have good relationships with the staff who interact with them in an affectionate and supportive manner. This enables children to feel confident and reassured. Children move freely about the nursery and are developing independence, for example babies are encouraged to feed themselves with close supervision and support from staff. Children under three are also given regular opportunities to engage in outdoor play to develop their physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean, bright comfortable environment. They move around freely and independently access available resources from shelves, tables and boxes. There are insufficient resources to promote children's imaginative play and there are limited resources that reflect diversity.

Children are cared for in a generally safe environment, they are protected from intruders by the use of an effective intercom system. They are kept safe whilst moving around the nursery and when they are asleep because staff supervise

effectively and are well deployed. However, risk assessments are not always effective in protecting children from potential hazards. Items in the children's bathroom posed a risk on the day of the inspection. Also children can gain unsupervised access to the garden. Staff are fully aware of the fire evacuation procedure, but do not carry out fire drills to ensure that children become familiar with the procedures.

Children are well protected by staff who have a clear understanding of how to implement the setting's child protection policies, which are in line with the Area Child Protection Committee guidance.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies received good care and are well settled into the nursery. They have good relationships with the staff, who attend to their needs well. Staff are always on hand to provide them with a lot of reassurance if children become unsettled. This makes them feel secure and increases their sense of wellbeing. They enjoy water play and respond well to cause and effect toys which they explore with interest.

Children's communication skills are effectively encouraged by staff. Children enjoy engaging in conversations at the dinner table, participate in re-telling stories and actively join in during music and movement sessions. Physical development is well promoted within the nursery, children move around the nursery safely and confidently. They enjoy playing energetically in the garden. Children are not always offered sufficient challenge and staff sometimes offer little support, e.g. some children with a sticking activity, whilst others wander around aimlessly.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making generally good progress towards most of the early learning goals but do not make enough progress in creative development and knowledge and understanding of the world. Staff do not have a secure knowledge and understanding of the Foundation Stage. The systems for carrying out observation and assessments on children are not sufficiently rigorous to clearly identify how children are supported to move to the next stage of their learning.

Children are developing a good understanding of mathematical concepts, e.g. they talk about small, middle size and very big and can count confidently up to five and beyond.

Children have good communication skills, they talk confidently to each other and to adults in large and small groups. Children are also developing good writing skills, they enjoy drawing activities and demonstrate skilful pencil control when drawing around stencils.

Children have good relationship with each other, they engage in long conversations and share their experiences. Children behave well and are developing a sense of right and wrong, they respond positively when staff intervene to resolve disputes. Children are independent and confident, they put on their coats and shoes and choose activities. However staff does not always encourage children's self help skills at meal times.

Children enjoy exploring nature, they were excited and interested when feeding the snails. They are developing a good understanding of various cultures by exploring a range of community festivals. They do not have sufficient opportunities to use information communication technology. Although the nursery has a computer children are unable to use it because it was broken.

Children enjoy listening to music and singing and participate well in music and movement sessions. They use imagination in their play but do not have access to adequate resources to extend their play experience.

Helping children make a positive contribution

The provision is good.

Children show a sense of belonging when they share their experiences with each other and staff. They are introduced to a variety of cultural traditions which helps to develop a positive attitude and respect for others. Children's self-esteem is fostered well by staff giving them individual attention and encouraging them to be independent. Children behave well and work harmoniously with each other in response to the high expectations of staff. Children have an appreciation of music and enjoy dance. This positive approach fosters children's spiritual, moral, social and cultural development.

Children benefit from the positive partnership staff have developed with parents, this ensures children settle well. They experience consistent care due to effective communication systems between parents and staff. There are formal and informal methods of sharing information about children's progress.

Organisation

The organisation is satisfactory.

There are effective recruitment procedures in place which ensure that staff are appropriately vetted and qualified. Staff who are not suitably qualified are currently undertaking relevant training. Staff work well together as a team and are deployed well to ensure that children are at risk. All policies and procedures are in place and are implemented well by staff, with the exception of risk assessments which are not used effectively to identify potential hazards. Records on children and staff are securely locked away.

Leadership and management of the nursery education is satisfactory. There is a commitment to develop the provision and the manager has clear aims for the future.

Staff have a limited knowledge of the Foundation Stage and they rely heavily on the manager for guidance. Staff are supported in their work through regular staff meetings and are actively encouraged to attend training. Overall, the setting meets the needs of the range of children for whom they provides care.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since the nursery registered in August 2004 there have been two complaints. The first complaint related to National Standards 3 and 6 regarding children's safety. Ofsted did not investigate the matter because the provider demonstrated that procedures were in place to ensure that children were not placed at risk. The second Complaint related to National Standards 4 and 6 relating to children's safety. Ofsted carried out an unannounced visit on the 7/10/2005. The provider was found in breach of fire safety regulations and actions were set as a result. The provider remains qualified for 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the bathroom is safe, that children cannot gain unsupervised access to the garden, and that the emergency escape plan is practised.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered

person should take account of the following recommendation(s):

- increase activities and resources which promote children's creative development and the opportunities for them to use information technology
- ensure that that the systems for planning, observations and assessments are sufficiently rigorous to clearly identify how children are to be supported to move to the next stage of their learning.

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