

# Nicki Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY287524
<b>Inspection date</b>	08/07/2010
<b>Inspector</b>	Mauvene Burke

<b>Setting address</b>	190 Southampton Way, Camberwell, London, SE5 7EU
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<b>Type of setting</b>	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

Nicki Day Nursery registered in 2004 and operates from the ground floor of a listed detached house which is situated on a main road in Camberwell, London. There are shops and a park nearby. Children have the use of two rooms and outside garden.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 20 children may attend the nursery at any one time. The setting is open each weekday from 8:00am to 6:00pm for 51 weeks of the year. There are currently 17 children under five years on roll. The nursery supports children with special educational needs and/or disabilities and a number of children who have English as an additional language.

There are five core members of staff who work directly with the children, all of whom hold relevant early years qualifications to Level 3 or above. Students and bank staff are regularly included in the ratio. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their development and learning in the nursery. Staff have a suitable level of knowledge and understanding of the Early Years Foundation Stage framework and develop a friendly working rapport with the children and their families. The manager is positive in her approach to evaluating the quality of the provision and there is a strong commitment to addressing the areas identified and prioritised for further improvement. Children enjoy their time in the nursery and are supported by caring staff who are developing their skills and knowledge supported by the manager. Policies and procedures are in place but some do not currently meet the requirements of the Early Years Foundation Stage.

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

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

- improve the record of risk assessment so that it includes information on the date of review and action taken following a review or incident (Documentation) 23/07/2010
- ensure that a risk assessment is carried out for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 23/07/2010
- ensure that the procedure to be followed in the event of an allegation being made against a member of staff 23/07/2010

is included in the safeguarding children policy and that all members of staff are made fully aware of these (Safeguarding and promoting children's welfare)

- ensure that the name, home address and telephone number of anyone who will regularly be in unsupervised contact with the children is kept on the premises and available for inspection (Documentation)

23/07/2010

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

- apply a more consistent approach to the process of observation and assessment collating children's progress more often in order to inform the next steps in their development and learning
- introduce younger children to a variety of sensory experiences using natural materials to encourage their exploration of different media
- ensure children have access to a broad range of resources that positively reflects diversity.

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

The staff in this setting are suitably qualified and update most of their professional skills by attending relevant courses. A satisfactory system is in place for the recruitment and selection of staff to ensure that any adults employed are suitable and have appropriate levels of qualification and experience. Sufficient induction and regular supervision and appraisals are carried out to ensure staff's training needs are identified and addressed to enhance the quality of education and care. However, not all staff fully understand the safeguarding children procedures, in terms of the procedure that would be carried out if an allegation of abuse is made against them. This is mainly due to the fact that the safeguarding procedure for the setting does not include this and so potentially puts children's welfare at risk. The manager, who is also the owner of this setting, is extremely committed to her staff team and is very hands on, on a day to day basis. The impact of this, is that some of the required paperwork is not always kept up-to-date. For example, risk assessments for the premises and for outings, although in place, do not fully meet the requirements of the Early Years Foundation Stage. In addition to this, the manager does not always keep a record of the people, such as students, who are working on the premises. This too is a requirement of the Early Years Foundation Stage.

Outcomes relating to children's progress in relation to their starting points are satisfactory. Resources available are suitable for meeting children's learning and development needs and are organised in a way that makes access for all children easy. However, due to lack of space the reading corner is not always readily available for children to access at their pleasure. Staff are deployed effectively with a view to supporting children as they play.

Partnership with parents is good; this is a key strength of the setting. Parents are

fully aware of records that are kept and are able to contribute to their child's development through regular meetings with their child's key person. Daily discussion occurs in order to share information and issues and a prominent notice board and regular newsletters contribute to parents being fully informed of events and current themes. Parents are supportive of the nursery and appreciate the care children receive and progress made. Partnership with other professionals to support children with additional needs is another strength of the nursery. They are currently working with the local authorities' inclusion team and also with schools where children who are approaching the end of the Early Years Foundation Stage, will be attending. The child's key person make visits the school with the child's parents and the child and provides the school with an assessment profile of the child. The nursery promotes an inclusive environment for all children, their individual needs are known and met accordingly and children and parents who are learning to speak English as a second language are also fully supported.

Self-evaluation procedures are effective in raising standards. The management team encourage all staff to contribute their ideas for further developments and they have worked well as a team to make improvements since the last inspection. Most of the actions taken are fit for purpose and there is some evidence of their beneficial impact on children's welfare, learning and development such as the re-organisation of the baby room which now allows children to move around and explore their environment safely and much more confidently.

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

Children arrive at the nursery happily and separate from their main carers well. They interact positively with the friendly staff team and settle extremely well into the daily routines and enjoy opportunities to make choices and play independently. The youngest children play peacefully in their own room where they can safely explore their environment. They play with stimulating toys and resources which attract their interest. Babies interact positively with staff, who spend time talking to and playing with them. One-to-one attention helps to promote their wellbeing and to develop a positive sense of themselves. A variety of toys and equipment, including mirrors, paints, sand, water and push-along toys, helps babies to learn and develop a curiosity about their environment. It also helps to improve their skills of physical control and movement. Nonetheless, children have little opportunities to explore and experiment with natural materials.

All staff contribute to planning of activities. They are developing their observation and recording methods to ensure that each child's needs are being met. However, there are inconsistencies within the staff group. Some records do not always clearly match with the expectations of the early learning goals, and next steps in learning for individuals are not always recorded. This means that some of the children may not always be sufficiently challenged to make progress across all areas of learning and development.

The older group of children become fully involved in some adult-led and self-initiated activities.

Children enjoy accessing the outdoor activities and going on visits in the local area. Practitioners are good at extending learning as they use effective questioning during play which encourages children to think and learn about size, colour and shape for example. Children have daily access to outdoor play and make excellent use of the outdoor area. Children choose whether they wish to play indoors or out and have the same opportunities in each area. For example, mark making, painting, construction, imaginative play equipment are planned for both indoors and out. As a result, some children play outdoors for a considerable amount of time, providing staff with a complete picture of their personality and their level of understanding. Children notice the mini-beasts at work such as the spiders, flies and ants and are keen to point these out to staff. Older children enjoy making 'passports' as part of the setting's 'Holiday' theme. Children 'iron' their clothes and fold them up before placing them in their suitcase. They next go off to the 'doctor's' where they receive their 'immunisation jab'. Children play well together and are forming good relationships with one another. They are becoming independent as they serve their own meals at lunch time.

Children's behaviour is very good in the setting as they learn how to share and play cooperatively with peers, often making use of the sand-timer for themselves to see when it will be their turn. They benefit from a wealth of praise and encouragement and compliments offered from practitioners which have a positive impact on their self-esteem and sense of belonging. Children thrive on responsibility such as being the day's special helper which contributes to them being positive and productive. They learn about acceptable behaviour which encourages kindness and sharing and have stickers and certificates awarded for something exceptional. Practitioners use lots of praise and encouragement which boosts self-esteem and a willingness to do well. The nursery is set out to promote all areas of learning and children benefit from a curriculum set up for communication, literacy and numeracy. Information and Communication Technology, such as using the lap-top contributes to children developing important skills for their future economic well-being. Children are learning about the world they live in through visits to the local fire station and through the celebration of different cultural festivals. However, there is very little in terms of positive images in and around the setting reflecting diversity.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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