

Fatemah Day Nursery

Inspection report for early years provision

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Inspector Janet Marie Thouless

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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*.

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.

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Description of the setting

Fatemah Day Nursery is a private nursery which opened in 2002. It operates from five rooms in a semi-detached house on a residential road close to Streatham Common, London. The nursery is open each weekday from 8:00 am to 6:00 pm five days a week all year round except bank holidays and Christmas. All children share access to a secure enclosed outdoor play area.

A maximum of 40 children may attend the setting at any one time. There are currently 36 children on roll, of these 30 are in receipt of funding for education. Children attend for a variety of sessions. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported.

The nursery employs 5 full-time staff and 4 part-time members of staff. All staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and very welcoming nursery environment where the staff team know them well and acknowledge them as unique individuals. As a result, children are settled and enjoy their time with both adults and peers. Management have evaluated the nursery setting to establish what they have achieved so far and identify appropriate areas for future improvements, for example, the completion of first aid and Safeguarding training and partnerships with others to maintain the high standard of care. Staff deployment is good which promotes children's safety and welfare at all times. The setting fosters good partnerships with parents as they are involved in their child's welfare and learning through the use of observations, assessments and planning.

What steps need to be taken to improve provision further?

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

- further develop the children's learning journeys so that individual observation and next steps are recorded more frequently to gauge children's progress.

The effectiveness of leadership and management of the early years provision

Effective safeguarding policies and procedures are in place to help keep children safe at all times. Staff training updates for safeguarding children have been undertaken and staff are aware of child protection issues and how to refer any

concerns. All required documentation is in place to promote children's well-being and good health at all times. For example, all of the necessary consents are gained in writing from parents and all staff are first aid trained to ensure that children receive appropriate care in the event of an accident. The proprietor ensures all necessary checks are completed on staff members and a suitable recruitment procedure is in place. All recommendations made at the last inspection have been addressed, which shows an ability for continuous improvement.

Daily visual checks of the setting and regular written risk assessments, ensure children play in a safe indoor and outdoor environment. Parents record children's arrival and a register is taken by staff in each group room. Children feel safe as they are individually welcomed into the nursery by their key person. The diverse range of cultures and ethnicity of children, parents and the local community are respected and valued. Children's artwork is creatively displayed and reflects diversity, for example, pictures and images of Chinese New Year and tiger face masks demonstrate an understanding of different cultures. Children are equally included in all experiences, and their needs and interests are identified from the moment they join the nursery.

The management team have a clear vision for the future and have identified areas for improvement. For example, developing strong partnerships with the parents and carers for continuity of care and establishing closer links with other agencies, such as schools. Parents receive feedback about the care of the children through various means, from verbal feedback and a daily diary, viewing pictures of the children at play, regular newsletters and information board. They are invited to view the children's observational files to ensure they are well informed and contribute to the children's learning and progress. The management team positively demonstrate a willingness to work with other professionals and agencies to meet the individual needs of the children.

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

The established staff team work well together to provide a welcoming environment for the children. Staff are well deployed and they provide effective and caring support. All staff have attended training on the Early Years Foundation Stage and use observations of children to plan for their next steps. However, present observations are not completed frequently enough to fully develop children's learning journeys and provide a comprehensive picture of children's learning and development. Different learning areas provide different experiences for children. They move around the environment with ease and confidence, showing that they are fully engaged and eager to participate in all that is available to them. Older children freely help themselves to resources and equipment from clearly labelled trays and box's. However, younger children's resources are not clearly labelled to help them recognise what's inside.

Children develop a friendly rapport with the caring and nurturing staff team who support children's learning well. They are on hand to guide and direct, and make good use of open ended questioning to allow children to extend their thinking in

their chosen activities. For example, children question where squirrels live and staff refer them to previous topics on seasons and how squirrels live in trees within the local community. Children happily agree and recall sighting squirrels in local parks looking for acorns on the grass. Children enjoy painting and explore mixing colours with the paints. They know that white and black paint mixed together make grey to paint their squirrels. Children enjoy story time and staff make good use of props to sustain their interest. A range of experiences are available that encourage children to explore, experiment and discover how things work. For example, they use programmable resources and enjoy simple computer games. Children have access to a secure outdoor area which ensures they are able to enjoy fresh air and develop their physical skills.

Children receive healthy and nutritious meals, incorporating fresh fruit and vegetables daily. The nursery keeps detailed information about children's health needs and dietary requirements including any allergies, likes and dislikes. These are complied with to keep children healthy. The staff team manage children's behaviour appropriately, providing a good role model for politeness and consideration of others. For example, children are encouraged to use good manners by saying please and thank you in all that they do. This helps build important personal, social and moral development skills to help them establish and maintain positive relationships.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

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