



Princess Christian Day Nursery - Carshalton

Inspection report for early years provision

Unique Reference Number	954267
Inspection date	14 December 2005
Inspector	Christine Stimson
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Registered person	Nord Anglia 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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

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 good.

WHAT SORT OF SETTING IS IT?

Princess Christian Day Nursery is one of a chain of nurseries owned by Nord Anglia. It operates from an adapted chapel on the old Queen Mary Hospital site in Carshalton. It serves the local community and commuters.

Children are grouped according to age; there are four baby rooms, each able to accommodate six babies; two toddler rooms accommodating nine children in each, two groups for two to three year olds, each accommodating 12 children and a

pre-school room accommodating up to 24 children. Each child is allocated to a key member of staff.

The group opens five days a week all year round, with the exception of public holidays. Sessions are from 08:00 to 18:00 and arrangements can be made for children to be cared for outside of these times.

There are currently 20 staff employed to work with the children. The manager and the deputy are supernumerary. Of the members of staff, thirteen have early years qualifications; five are currently studying towards a childcare qualification; and two are unqualified.

The group receive support from an advisor from the Early Years Development and Childcare Partnership and the local inclusion office. They are in receipt of DFES funding for nursery education. There are currently 82 children from 6 weeks to 5 years on roll. This includes 16 three year olds and 2 four year olds. The nursery supports children with special needs and there are currently two on roll.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a generally clean environment where they are encouraged to follow good hygiene practice such as washing hands before meals and after using the toilet. However, explanations are not always given to children about the reasons why they need to wash their hands.

The majority of staff hold first aid certificates, which means they can give appropriate care to children if they have an accident. Parents' prior written consent to administer medication ensures children receive the correct dosage according to their needs.

The main first aid box is checked regularly and contains only those items that are recommended. This ensures children's accidents are dealt with effectively. Two supplementary first aid boxes contain items that are out of date. This could compromise children's health.

Children enjoy nutritious snacks such as fruit, which helps them develop healthy eating habits. Menus are rotated on a six-week basis and are submitted to a nutritionist for approval. These are displayed in the lobby for parents' information. Vegetarian alternatives are provided daily. A commitment is made to exclude or limit certain food items such as nuts, fried food, carbonated drinks, salt and sugar. Most fruit and vegetables are fresh. This supports children's health.

Younger children have regular access to the garden, but on the two days of inspection only the older children played outdoors. Some of the younger children had colds, which means none of the children were given the opportunity to play outside. For a short time some children in one room were playing with tunnels and balls indoors, which affords them opportunity to exercise.

Children over 3 are able to move imaginatively and with control and co-ordination as they practice their skills in bikes and tri-cycles in the outside area. They also have daily opportunities to balance and climb on frames, throw and kick balls and to take part in a variety of parachute games. These children are becoming skilled at using one-handed tools such as crayons, scissors, glue sticks, paintbrushes and cutlery. Opportunities are given for children to play with a variety of malleable materials such as dough, clay, sand and cornflour.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in a well-organised and spacious environment where they can move around and play safely. They have easy access to a good range of toys and resources appropriate for their age and stage of development. However, access to outside play, creative play materials and good quality books is limited, especially for the younger children.

Children play in an environment where care has been taken to ensure their safety. For example, access to the building is restricted to those people who have legitimate reasons to visit and can provide identity. Staff carry out regular risk assessments on the premises to minimise hazards and ensure the safety of children.

Children and staff practise the emergency evacuation procedure which helps them to become familiar with the routine in the event of an emergency.

The majority of the staff team have very limited training and understanding of child protection issues and a copy of the area guidelines is not kept on site. This compromises children's care, safety and welfare if they are at risk of harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most staff have a warm relationship with children. They speak to them in a kind, pleasant tone of voice. Most staff describe children's temperament, abilities and interest with pride and understanding. The atmosphere, particularly in the baby room, is quiet and peaceful. This ensures children feel accepted and welcomed for the person they are. Children are confident to approach staff for support or affection.

Planning for children under three years of age shows that they experience a variety of activities that are suitable for their age and ability. The plans refer to circle time, physical, imaginative, small world, manipulative, construction and messy play. However, planning is not always adhered to. For example, very few of this week's plans are followed through as staff are busy creating Christmas decorations and hats for the forthcoming party.

Children have restricted access to play materials. The opportunity to be independent and make choices for themselves is limited. This is because activities are time-tabled and adult led, and staff are not always alert to children's interests. For example, two

children aged two years sit at a table: both have a pre-drawn picture in front of them. One child casually scribbles over the paper and leaves shortly thereafter. The other child is clearly disinterested and looks around frequently. The member of staff attempts to bring her attention back to the activity by occasionally saying her name instead of engaging her in something that interests her.

NURSERY EDUCATION

The quality of the teaching and learning is good. Children are engaged in a range of activities throughout the day. Resources are kept at child-height for children to select items for themselves. However, most activities are adult led.

Children participate in activities that support their learning across the six areas of the Foundation stage. They make good progress because staff plan activities that promote children's learning.

Children enter the setting eager to learn and are self-assured in their play. They have regular opportunities to listen to stories and to make meaningful marks. Children are encouraged to write their names on art-work using dots as a guide. They are encouraged to use their imaginations during play, for example, when the home corner is transformed into a space station.

Children work well together, learning the need to take turns and share fairly. Their physical skills are developed with daily activities such as climbing and balancing on a frame, riding on bikes and scooters and playing with balls in the outside area.

The programme for knowledge and understanding of the world is a weak area for pre-school. Children have too few opportunities to use programmable toys, learn about living things and find out about what is happening in their local community.

Staff talk to parents about what their children can do before they start in pre-school. They are developing a system that will help them build on what children already know. Staff successfully use questions to challenge children's thinking and language skills. They maintain written observations to record children's achievements and this helps them plan for the next step of development.

All staff are involved with the long, medium and short term planning, but some of the focussed activity planning does not always make it clear what the learning intention is supposed to be.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality. Activities and resources in some rooms reflect different cultures and ethnicity, but these are limited in range and quantity. Children do not have the opportunity to learn about the wider community as visitors are not invited into the setting and children's outings are infrequent.

The nursery has experience in working with children with special needs who feel welcomed, supported and involved because professional specialists visit on a regular basis whilst they are at the nursery. Members of staff follow individually designed programmes to meet children's needs.

Children generally behave well and are aware of the rules and limits that apply in the nursery. However, explanations are not always given for unacceptable behaviour and members of staff miss opportunities to praise and acknowledge children's achievements and accomplishments. This approach does not help children to develop self-esteem or persist in their efforts.

Overall children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Relationships with parents are friendly and supportive. Parents receive good information about events happening in the nursery and receive regular updates about children's development. This includes a notice board in the lobby and outside each group room. Here they can access the latest information about the activities in which their children are participating. Annual meetings between parents and staff help to ensure information about children is exchanged. Staff and the manager are always available at the beginning and end of the day to share any concerns and observations with parents. Parents feel welcome and staff keep them informed daily about their children's progress. Parents receive regular newsletters and information about the Foundation Stage is given to parents prior to children starting at pre-school.

Organisation

The organisation is good.

Children play in a spacious and well laid out environment that is organised to meet their needs. Separate group rooms dedicated to children of different ages, and individual key workers, benefit their emotional needs.

The nursery has a thorough and efficient recruitment procedure to ensure that only suitable people are employed to work with children. The majority of staff hold childcare qualifications and attend post-qualifying courses and training when these are available. This ensures staff have sufficient knowledge of current childcare practices to support the care and learning of children.

All documentation required for the safe and effective management of the nursery is in place.

Leadership and management are good. The manager offers support and guidance to her staff and spends time in each of the rooms identifying the strengths and weaknesses. She organises 'room of the month' challenges and this encourages staff to be competitive and maintain standards in their room. The manager holds staff and room meetings every six weeks and offers staff the opportunity to have one-to-one meetings with her on a regular basis. Staffs training needs are identified and they regularly attend childcare courses. The manager is able to identify the weakness in the setting and has implemented plans for pre-school staff to attend Foundation

Stage training to help support their understanding of the way children learn.

Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection actions were raised to meet environmental health recommendations and deploy staff effectively. Since then good progress has been made with the staff/child ratio consistently maintained and environmental recommendations adhered to. This supports children's well-being and safety.

Five recommendations were also raised at the inspection and these referred to the operational plan; children's progress records; cleaning and hygiene standards; obtaining a copy of the Special Educational Needs code of practice; and informing parents of their children's daily activities. Since then good progress has been made with the operational plan now containing the aims and objectives of the nursery, together with all their policies and procedures. Children's progress records are regularly shared with parents and plans relating to children's activities are displayed outside each room on parent notice-boards. A copy of the Special Educational Needs code of practice is on site and all areas of the nursery are clean. Having met all the recommendations the quality of care provided for children has improved.

Complaints since the last inspection

Since the last inspection four complaints have been received by Ofsted.

A concern was raised in October 2004 by a parent in relation to Standard 2: Organisation and Standard 7: Health. The concerns related to staffing ratios and hygiene. Ofsted investigated these concerns by carrying out an unannounced visit on 2nd November 2004. The Ofsted inspector found no evidence to indicate a breach in Standard 2. However there was an unacceptable odour in Apple room. The manager was aware of this and had taken some steps to try and establish the source and will continue with her investigations.

The provider was given an Action to ensure children are cared for in clean, well ventilated rooms.

Another complaint was received in November 2004 relating to Standard 2: Organisation; Standard 3: Care, Learning and Play; and Annexe A: Babies/ Children under two. The concerns related to inadequate staffing in January and February 2004, staff not showing warmth to the children and to unhygienic changing facilities for babies. The provider was asked to investigate and found that none of the standards had been breached. Ofsted was sent a copy of their investigation. Ofsted had previously made an unannounced visit on the 2nd November 2004. Staffing levels were seen to be adequate and nappy changing facilities were acceptable.

A concern was raised by a parent in February 2005 in relation to Standard 2: Organisation relating to staff ratios and supervision. Ofsted investigated this concern by carrying out an unannounced visit on 8 February 2005. The Ofsted inspector found

no evidence to indicate a breach in Standard 2 on the day of the visit. Staffing levels were within the required minimum ratios. However, there was evidence to confirm staffing ratios on 22 April 2004, which the complainant refers to, were inadequate and a child had been found unsupervised in the bathroom by his parent. The provider investigated the concern internally and took appropriate steps in dealing with the staff involved, following the company's disciplinary procedures. Appropriate steps are now in place to ensure adequate staffing ratios are maintained at all times and children will not be left unsupervised.

Concerns were raised in March 2005 regarding the complainant's son being bitten by another child and the delay in fitting guards to the doors following an accident. The provider was asked to investigate and a letter was sent on the 15th March requiring a response by the 24th March. Ofsted received a response on the 4th April. Leapfrog nurseries responded by stating that the need for guards was identified. They recognised that there had been a delay in fitting them, However since the merger they have ensured they have been fitted. They also stated that staff were made aware of health and safety procedures and were asked to be extra vigilant prior to the guards being fitted. They stated that regarding the biting, children were monitored and the incidents of biting stopped.

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):

- develop staffs knowledge and understanding of CP issues and ensure a copy of the local CP guidleines, including contact numbers, is readily accessible
- increase opportunities for all children to develop independence and enable them to make choices, including easier access to malleable materials and creative play.

- ensure behaviour management policy and practice places greater emphasis on children receiving acknowledgement and praise.
- increase the range and quantity of resources that reflect people from different cultures and of all abilities.

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):

- continue to develop staff's knowledge of the Foundation Stage so that they can understand what children gain from the planned activities. Ensure they use this knowledge to move children to their next step of development.
- improve the programme of knowledge and understanding of the world to ensure children have more opportunities to identify living things and objects, operate simple equipment, use everyday technology and learn about features in their local community.

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