

Havilah Day Care Nursery

Inspection report for early years provision

Unique reference number EY401787
Inspection date 09/03/2010
Inspector Alison Romanczuk

Setting address Andrews Church Hall, 158 Glengall Road, London, SE15
6RS

Telephone number 0207 732 9295

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Havilah Day Care Nursery first registered in 2009. It operates from a church hall, located near Peckham, in the south of the Borough of Southwark. The nursery opens five days a week all year round with those who use the play scheme attending during the holidays. Sessions are from 6:00am to 7:00pm all year round. The nursery has three group rooms including the upstairs hall area for children aged three to five years old, a toddler room downstairs and baby room located at the back of the building. There is an outside area available. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to care for a maximum of 49 children in the early years age group, of whom nine children may be aged under two years old. The children attend for a variety of sessions and the provision provides an after school service for siblings who attend local schools. The nursery supports children who may have learning difficulties and/or disabilities. All staff members who work with the children hold a Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery supports all children's welfare and development requirements in a calm and well resourced environment. Staff are trained and experienced in childcare and show commitment to supporting children's achievements. They build a particularly successful partnership with parents and others to ensure they maintain a two way flow of information relating to children's wellbeing. This enables them to support children's individual needs well and to provide an environment which is inclusive. Managers have started to develop systems that enable them to reflect on the service they provide and set achievable aims for ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop a system of self evaluation to support ongoing improvements
- develop a clear staff appraisal system to identify strengths and weaknesses and staff's future training needs
- put in plans to refurbish parts of the building and fully utilise the outside area to support children's learning and development

The effectiveness of leadership and management of the early years provision

Children are kept safe and stimulated because staff are qualified, experienced and suitably checked. The manager and staff carry out regular risk assessments to ensure children are cared for in a safe environment and the children learn about

fire safety through regular drills. Staff demonstrate a good knowledge and understanding of safeguarding the children they care for and have attended training in this area to ensure practice is consistent amongst staff. Policies and procedures in place are clearly inducted to all staff and all documentation, including consent from parents, is in place and used appropriately. Accident, incident and medication procedures and records ensure children are well cared for when unwell and the nursery has a suitable number of staff who are qualified in first aid. Children's good health is well supported through the provision of regular water, healthy and well balanced snacks and meals which meet children's individual dietary requirements. Children learn about appropriate hygiene practices through regular discussions with staff and as they readily wash their hands after messy play and before lunch, for example.

Staff have a clear knowledge and understanding of the Early Years Foundation Stage and get to know the children attending very well in order to support their ongoing learning and social skills. Resources are well deployed for the most part and staff are consistently evaluating the environment. Observations of the children during play enable staff to get to know the children well and in particular home books are used to share ongoing information about the children with their parents who in turn offer positive feedback on their children's achievements. In particular staff demonstrate a good level of commitment and dedication to improvements and in supporting individual children's welfare and learning and are eager to increase their knowledge. This is achieved not least because the staff have strong relationships with children's parents and are able to use information about children's abilities, culture and home language in supporting their progress at the nursery.

Partnerships established with the local authority enable the setting to consistently improve through regular training and quality assurance, although systems for evaluating the nursery are currently at a developmental level. Similarly, methods of appraising staff are not clearly used in identifying their strengths and weaknesses. The nursery has plans to refurbish parts of the building and at present does not fully utilise the outside area to support children's learning and development.

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

Children enjoy their time at the nursery and present as confident and safe in the environment as they sing along enthusiastically with staff to their favourite songs. Behaviour is good in particular and the children gradually learning to share and negotiate their ideas with each other with clear adult support throughout. The children clearly build strong relationships with staff particularly as staff to child ratios are currently high and the children able to benefit from lots of one to one attention. The children learn how to keep themselves safe and healthy with consistent encouragement from staff in activities such as tidying up and mopping up after water play spills. Babies settle well in an enabling environment where they are able to crawl and explore treasure baskets and colourful resources. They particularly benefit from lots of cuddles and close contact provided by familiar staff in their bright and cosy area, and have established close bonds with the adults.

Older children in the toddler and pre-school room benefit from accessible resources which they choose with confidence and thought. They concentrate well because activities feed into the children's interests and engage them well. The children learn early literacy skills through painting and drawing and to identify their name cards on registration. They show in particular, increasing competence as they find their favourite books and sit on the sofa to 'read', join in with junk modelling and collage activities and help each other to construct models on the carpet. The children demonstrate good communication and listening skills. This is evident during circle time stories and discussions when staff encourage them to talk about home life and the children constantly chat about what they are doing whilst pouring water at the water tray.

The children show skills in counting as they join in with number rhymes such as 'Five Little Ducks' and 'Seven Days' and script around the nursery and outside area reinforces children's knowledge of letters and numbers. They solve problems as they construct and make patterns from the train set, working collaboratively with their peers. Role play is well used to develop and encourage the children's imaginations and boys and girls sit with each to clothe and feed the babies, for example. Children gain a sound knowledge and understanding of the world around them, often observe and talk about their fish and ladybirds in the garden, often painting to express their ideas. They explore increasing physical skills using small objects and implements in the garden area as they manoeuvre trikes and share large sit on cars.

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	3
The effectiveness with which the setting deploys resources	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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