



Smilers Day Nursery

Inspection report for early years provision

Unique Reference Number	153687
Inspection date	22 November 2005
Inspector	Vivienne Rose
Setting Address	29 Vicarage Road, Leyton, London, E10 5EF
Telephone number	020 8558 1810
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Registered person	Sarbjit Jandoo
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Smilers Day Nursery was registered in 1996. It is situated on the ground floor of a double fronted house in Leyton in the London Borough of Waltham Forest. A maximum of 35 children may attend the setting at any one time. The nursery is open each weekday from 08:00 until 18:00 all year round. Areas accessible include four group rooms, and all children share access to a secure enclosed outdoor play area.

There are currently 41 children aged from 3 months to 5 years on roll. Of these 16

currently receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel in to work in and around the area. The provision currently supports children who speak English as an additional language.

The nursery employs twelve staff. The majority of staff, including the manager hold appropriate early years qualifications. Four of the staff are currently working towards an early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning about a healthy lifestyle and what they need to do to look after themselves. Their good health is encouraged because staff discuss healthy practice and how this can be achieved. For example, putting on warm clothes to go outside and washing their hands because of germs. Parents give prior consent to administer medication and for emergency treatment to ensure the children's wellbeing.

Children enjoy healthy snacks and meals and know that fruit and alternatives such as salad are available for them at mealtimes. Staff gather relevant information regarding diet and medical needs to ensure individual dietary needs are met. The three to five-year-old children play outside and extend their physical skills several times in the day. This increases their larger physical skills and contributes to their good health. However, children under three have fewer opportunities for more rigorous play. Children are skilled at using a variety of equipment and materials to cut, glue and join.

Staff use the Birth to Three Matters programme to plan a variety of activities for children indoors and outdoors. However, children under two have insufficient opportunities to develop a range of experiences which challenge and support the development of large movements.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have easy and safe access to a good range of toys and resources appropriate to their age and stage of development. Staff give priority to helping children understand how to keep themselves safe, both inside and outdoors. Staff give gentle reminders to children for example, "you must remember to look before you cross the road" and "if you run you may hurt yourself". There is an effective key worker system which ensures that children receive continuity of care.

However, sometimes the care of younger children is less rigorously supervised which compromises their safety and wellbeing.

Children take part in fire drill practise to enable them to become familiar with the

process. Regular risk assessments are carried out by staff on the resources and in the outdoor areas for safety before the children play.

Staff have clear procedures for the arrival of children and this is safely monitored. However, at present there is no procedure for recording the arrival and departure times of staff to ensure the security of children. Children's welfare is promoted through clear procedures for lost and uncollected children and outings.

Most staff have sound knowledge of child protection procedures and they know how to proceed if they have concerns about a child. Incidents are recorded effectively by staff. However, the information for existing and new staff does not include clear information about child protection procedures which impacts on the children's safety.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies receive lots of cuddles and have a strong bond with their key workers which increases their sense of wellbeing. They benefit from routines which are consistent with their experience at home. They enjoy the colours and sounds of manufactured toys and some textured materials which they explore with interest. Babies develop early communication skills when they attract the attention of staff who respond to their sounds during play.

Children between the ages of one to three are confident in their relationships with staff. They begin to play happily together and with adults enjoying using resources such as puzzles, games small world toys and to be creative. Staff are beginning to use the Birth to Three Matters framework which is improving children's achievements. The organisation of resources and access to a range of materials to help children represent, explore and develop their senses means that children often lack direction. Limited staff interaction and lack of open-ended questioning means that children's communication skills are not fully extended in their play.

Children are beginning to explore and to use their senses when they explore with paint, cornflour painting, and water which helps them to represent their experiences, feelings and ideas in a variety of ways. However, there are limited opportunities for children under three to develop their balance, to climb and to use the outdoors to gain control of the body and learn about the world around them.

Nursery education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress because the practitioners have developed their knowledge of the Foundation Stage. Staff use the stepping stones to plan, and they record activities under each area of learning which are related to the stepping stones. A comprehensive system of assessment is used to record children's developmental progress although these records sometimes lack consistency.

Staff are interested in the children, they talk to them about what they are doing. Children who are less confident are supported well by staff to ensure their wellbeing.

Staff have high expectation of behaviour and teach the children to respect each other and their environment. However, opportunities are often missed to extend and challenge the older children by open -ended questioning, encouraging them to think and develop ideas.

Children show a strong sense of belonging as they greet each other and staff on arrival. They speak proudly about their displayed art work " that's my snowman with the gold hat". They are generally engaged in their play as they select and carry out activities and take responsibility when they go to get their coats to play outside. Children are friendly and show care and concern for others. Children are beginning to understand the differences in their lives and others around them. They talk happily about their home life and family.

Children speak confidently to peers and adults. They express their ideas and experiences well using good vocabulary at circle time. They are beginning to count and to recognise different shapes, when they count the cups and cutlery at mealtimes. However, they rarely select books independently or attempt early writing for a purpose.

Children learn about their own cultures and beliefs, and those of other people through planned activities. They develop a sound sense of time and place, and gain knowledge of the environment from discussions about crossing the road and keeping safe. They find out about the environment and the world around them when they visit the local farm and parks. Children use magnifying glasses and other resources to investigate objects of interest. They do not regularly use everyday technology and use information and communication technology and programmable toys to support their learning in this area.

Children develop good levels of hand and eye co-ordination. There is good use of the outdoor play area when they play 'What's the time Mr Wolf'?. They show good skill and satisfaction cutting out circle and square shapes, this supports their physical development.

Children use their imagination well when they play at shopping in the supermarket. However, there are limited opportunities for the children to use their own imagination and ideas and self-expression through painting and drawing.

Helping children make a positive contribution

The provision is good.

Children from a variety of ethnic backgrounds and children with special needs are warmly welcomed into the nursery. Children talk happily about their home life and what is important to them. They learn to respect other cultures through enjoyable activities for example celebrating Eid and Diwali resources and displays are non stereo-typical and show images of all aspects of society. This promotes a positive attitude towards diversity.

Children behave well and respond to requests for good behaviour. Staff make

expectations clear and give reasons for request ensuring children understand why certain behaviour is not acceptable. Children learn important social skills such as sharing and listening to each other. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is satisfactory. Relationships with parents are friendly and supportive. Parents are given well presented information about the Foundation Stage and the Birth to Three Matters programme. Staff ensure that all parents know how their child is progressing and developing. This sharing of information between staff and parents enhances children's learning and development. There is a clear complaints procedure, however, the record of complaints needs more detail.

Organisation

The organisation is satisfactory.

Most staff are appropriately qualified which gives continuity of care for children. Managers ensure that all staff working with children are suitable to do so. The organisational plan is comprehensive and is regularly updated in line with new legislation.

The leadership and management is satisfactory. Staff induction training is given and most mandatory policies and procedures are in place and work in practice to keep children healthy and to safeguard their welfare. Staff training is encouraged, but is not yet linked to appraisals and professional development to meet identified needs to support the provision in improving. Most staff are appropriately qualified which gives continuity of care for children.

Managers do not as yet have system in place for monitoring and evaluating the quality of care and teaching. This may affect the children's learning and the quality of the care provided for the children over time. Staff who work with the funded children have a sound awareness of the Curriculum Guidance for the Foundation Stage and how to apply this in practice to support children's development. However, plans do not clearly identify the aims and objectives of activities or how they are planned to meet the needs of individual children. The provider recognises the issues and is actively seeking to improve the quality of planning. The setting meets the needs of the range of the children for whom they provide.

Improvements since the last inspection

At the last inspection the provider agreed to conduct a regular risk assessment of the premises; make sure all accidents and incidents are recorded to safeguard confidentiality.

Accidents and incidents are now recorded appropriately and confidentially to ensure the welfare of the children. Children play in a safe and secure environment because staff carry out regular risks assessments both inside and outdoors.

Complaints since the last inspection

Ofsted has received one complaint, since the last inspection relating to National Standards 1: Suitable person and 7: Health. The complaint related to staff ratios, food provided for the children and cleanliness of provision. We carried out an investigation on the 27 July 2005. We found no evidence that the provider was not complying with the National Standards. We took no further action and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by the 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):

- improve the interaction between staff and children aged one -to -three years in order to further develop their communication and learning

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 the opportunities for children to develop their pre-writing skills through practical play experiences and using writing for a purpose; use everyday technology; develop their imagination and ideas through regular access to art and creative materials
- continue to use the information gathered about children's learning and interests to provide information for effective planning for the next steps for children
- continue to develop the systems for the monitoring and evaluating the quality of teaching.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk