



197 Early Years Nursery

Inspection report for early years provision

Unique Reference Number	EY287571
Inspection date	13 December 2005
Inspector	Sarah Street
Setting Address	St Paul's Church Hall, 127 Park Road, Kingston upon Thames, Surrey, KT2 6DY
Telephone number	0208 549 9995
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Registered person	Mrs Harjeet K. Mann & Mr Davinder S. Mann
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good. 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?

One Nine Seven Nursery is one of two nurseries run by a husband and wife partnership. It has been run by the current providers since 2004. The nursery has use of two rooms in St. Paul's Church Hall in Kingston upon Thames, Surrey. There is a fully enclosed outside play area. The premises are situated close to Richmond Park, within walking distance to Kingston town centre and station and mainly serve the local community.

The nursery is open each week day from 08:00 to 18:00 for 50 weeks of the year. Children attend for a variety of sessions. The nursery collects children from local schools in order for children to attend afternoon sessions.

There are currently 76 children from 3 months to 5 years on roll. Of these, seven receive funding for nursery education. The nursery supports a number of children with special needs and who speak English as an additional language.

The nursery employs 17 staff. Of these staff: 16, including the manager, hold appropriate child care qualifications. The remaining staff member is working towards a qualification.

The setting receives support from local authority childcare development workers, advisory teachers and special needs co-ordinators.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about being healthy as they regularly wash their hands and understand the reason why. For example, when the inspector asked a child why she was washing her hands before lunch she promptly replied 'otherwise you will have germs'. Children's risk of cross-infection is low as staff have good hygiene practices and the sick-child policy informs parents when children must not attend.

Distress to children following accidents is minimised as many staff have first aid training and the first aid boxes are well stocked and accessible. Staff clearly record accidents but do not always ensure that parents sign the record. When this happens parents are not aware of the need to monitor their child for further symptoms. Medication records meet requirements. However they are not confidential which means parents have access to information about other children's medication.

Children do not become thirsty as they have access to drinks. Older children confidently and regularly help themselves to fresh water and understand why they need to drink. For example, a child came to the water jug and stated 'I'm thirsty'. He had a drink and went back to play. Staff freshly prepare babies bottles and heat them appropriately. Babies enjoy interaction with staff while having their bottle as staff hold and talk to them. Children enjoy freshly cooked, well balanced meals which are prepared in a clean kitchen. However the recording of food temperatures is not up to date. This places children at risk of food poisoning as food may not be sufficiently cooked. Children learn that meal times are social occasions as staff sit and talk with them.

Children enjoy a varied range of activities which contribute to their good health. They have regular access to fresh air as they play in the garden or go on walks to local parks. Children regularly practice their large muscle skills as they ride and steer bikes, play on the climbing equipment, throw and kick balls and balance on low beams. Daily activities help children develop their small muscle skills. They

competently use scissors, dig in the sand, hold pencils, thread, and fit puzzle pieces.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises where the clear risk assessment reduces any risk to the children. There were no safety issues identified during the inspection. Staff are vigilant when caring for children which helps keep them safe. For example, someone always stays in the room when babies are asleep and they ensure they close the gate to the stairs. Staff are able to protect children in the event of a fire as regular unannounced fire drills take place; staff know where the fire exits are; and extinguishers are available.

Children play in clean premises using resources which are plentiful, safe and in good condition. Staff ensure there is sufficient equipment to meet the needs of all the children. For example, when several babies needed to sleep staff took additional travel cots from the storage area.

Staff protect children from possible abuse as they have a very clear understanding of the signs and symptoms of abuse. They know they must inform a manager of any concerns. Referral procedures are accessible to all staff. This means that any staff member can contact the relevant agencies if they believe a child may be at risk.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly and feel secure as staff warmly greet them. Children become absorbed in their play as staff plan and provide them with stimulating activities which are suitable for their age and stage of development. For example, older children play with cooked and uncooked pasta and with glitter which is on the table, while babies and toddlers play with sand and icing sugar which is in large trays on the floor in their areas. Children have good relationships with staff who respond well to their needs. For example, when a baby put his arms up to indicate he wanted attention staff immediately picked him up, happily saying 'let's give you a cuddle'. When an older child said to a staff member 'I want a cuddle', the immediate response was 'of course you can'.

Nursery Education

The quality of teaching and learning is good. Children make good progress, supported by staff's clear knowledge and understanding of the Foundation Stage. Detailed plans cover all areas of learning and demonstrate that staff understand and use the curriculum guidance. For example, staff cross-reference the plans to the relevant area in the guidance. Staff record what the children can do and use these observations to complete early years' profiles. This enables staff to ensure children are making progress. However it is not clear how staff use this information to plan for children's next stage of learning.

Children make good progress in all areas. They have very good self-help skills. For example, they confidently dress themselves, select toys, help prepare a snack and pour drinks. Children care about each other and are aware when a friend may need help. For example, when a child was having difficulties with their picture a child came up and offered help. This was accepted and they finished the picture together. Children have very good language skills. Staff use language which prompts the children's thinking: 'tell me about your model'. Happy conversations take place with children very confident to approach the inspector and ask questions. Children enjoy looking at books which they handle with care. They listen intently to stories and are able to re-tell them from memory. Children confidently recognise letters and can link their sound. Children write recognisable letters and recognise words. For example, many children can read the list of children's names. Regular activities enable children to explore maths. They match shapes, explore weight, confidently count and can find how many objects a number represents. Children learn about cultures different to their own as they celebrate festivals. Visitors to the nursery support this. For example, parents have dressed in their cultural clothes and taught children Arabic songs. Children happily design and construct two and three dimensional models using paper, boxes, glue, tape and construction toys. Children enjoy using the computer and have competent mouse skills. Children are developing their understanding of past events and everyday technology. For example, the children had carried out a play about the nativity and a member of staff wanted to take a photo but could not get the camera to work. While she was finding another camera, other staff told the children that there were not any cameras when Jesus was born as it was such a long time ago. A child responded saying 'is he dead now then?'. Children have excellent imaginations. They carry out detailed games with or without props and use their imaginations during art work. A child who made a model said 'it's a stable where two gorillas live'. Children happily explore colour and texture during paint, play dough, cornflour, shaving foam and sticking activities. They sing enthusiastically and explore the sounds that instruments make.

Helping children make a positive contribution

The provision is good.

Children feel valued as staff take time to gain information from parents about each child's personality, likes, and home routines before they join the setting. This enables children to feel secure. Children feel good about themselves as staff regularly praise them and show an interest in what they have done. Children develop a positive view of society as they play with toys which give positive images of gender, culture and disability. Children learn about fairness as staff ensure they all have a turn. For example, when several children wanted to use the computer staff wrote a list and ensured this was followed. Children with special needs receive excellent support. Staff are able to devise activities to encourage their development. They regularly liaise with parents and special needs workers.

Children behave very well. Staff manage behaviour calmly and consistently and use praise to promote good behaviour. For example, during singing several children were shouting the words despite being asked not to. At the end of the song staff warmly praised the children who had not shouted. During the next song all the children sang

appropriately. They all received praise. Children learn about good manners as staff discuss why children must not interrupt when another child is talking.

Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. A good exchange of information helps staff provide consistent care and develops their knowledge of children. For example, when a baby started to suck his thumb staff knew that that he was becoming tired. Parents state they are very happy with the setting and feedback to the inspector includes comments 'very friendly and caring environment' and 'very approachable staff'. Parents of children who receive nursery education funding receive clear information about the six areas of learning. This includes ideas of how parents can help at home. Not all parents are aware of the observations and reports which staff keep. This means they do not have the opportunity to contribute to these.

Organisation

The organisation is good.

Staff enhance children's care with effective organisation which does not disrupt the children and helps their development. For example, in the morning one staff member prepares the room and greets the parents while the remaining staff stay with the children at breakfast. During play staff sit at the children's level and actively involve themselves in play.

Effective recruitment procedures ensure that staff who work with children are suitable to do so. For example, following an interview prospective staff spend time in the nursery before a job offer is made. This enables staff to observe and assess their interaction with children. Clear procedures for students ensure they are aware of their role and responsibilities. The setting demonstrates its commitment to providing good quality child care as the majority of staff have childcare qualifications.

All legally required documentation which contributes to children's health, safety and well-being is in place. Records are accessible which ensures their ease of use.

Leadership and management are good. Staff are well led by the manager and deputy. The deputy is supernumerary which ensures she can manage the setting if the manager is not present. Management work closely with staff and this helps them to feel supported. Regular meetings enable staff to discuss their ideas. Staff are able to keep up to date with current practice as they regularly attend training. Management ensure consistency for children as regular staff care for them. Staff work well as a team and communicate effectively.

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

Improvements since the last inspection

Since the last inspection the setting has added to the child protection statement information regarding legislation, confidentiality and procedures. This ensures that

staff and parents are clear about roles and responsibilities.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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):

- improve accident and medication recording procedures to ensure parents are accurately informed and confidentiality is maintained
- make sure the system for monitoring food temperature is kept up to date

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):

- demonstrate how observations and evaluations are used to plan for children's next stage of learning. Ensure parents are aware of these records

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