

Abbey Wood Grange Day Nursery

Inspection report for early years provision

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Inspection date	30/07/2010
Inspector	Gillian Cubitt

Setting address	16 Church Road, Kenley, Surrey, CR8 5DU
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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*.

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Description of the setting

Abbey Wood Grange Day Nursery has been registered since 1990 and came under new ownership in 2006. It operates from a detached, three-storey house in a residential area of Kenley, Surrey. It is within walking distance from Kenley Station and local bus routes are nearby. The nursery is open from 8am to 6pm from Monday to Friday, and operates throughout the year except for bank holidays and the Christmas period. The nursery offers flexible childcare options including daily, weekly and sessional places.

The nursery is registered on the Early Years Register. A maximum of 106 children aged from three months to five years may attend at any one time. There are currently 148 children on roll. There are 42 children in the three preschool rooms on the first level and 106 children under three years who occupy seven rooms downstairs. Children have access to three outside play areas and an indoor soft play room. The nursery supports children with special educational needs and children who speak English as an additional language. Visiting teachers provide children with classes in French, dance and music as well as football. The nursery cares for a chipmunk, African snails and goldfish.

The nursery employs 29 staff members, which includes the cook and kitchen assistant. Most practitioners hold relevant childcare qualifications. Eight hold higher qualifications such as the Early Years Foundation Degree and National Vocational Qualification at Level 4 in Management. The nursery receives support from the Local Authority Early Years and Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides effectively for children in the Early Years Foundation Stage where there are comprehensive systems in place to monitor children's learning. Managers and staff show a clear commitment to promoting inclusion for children who are valued as individuals. There is a strong partnership with parents which aids in providing children with individual support. There are also secure systems established in partnership with other professionals to support children with specific educational needs or disabilities. The good organisation involves the support of all practitioners who contribute towards the nursery's self-evaluation and continuous drive towards improvement.

What steps need to be taken to improve provision further?

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

- improve the quality and consistency of observations made by all practitioners and their assessments for children's next steps in all areas of learning, paying particular attention to the early learning goal of problem solving, reasoning

- and numeracy
- review the information about how the Special Educational Needs Code of Practice is put into practice in the provision especially during the early stages of assessment
- review the health and safety policy to include procedures for reporting and dealing with accidents, linking these to the overall risk assessment of the premises.

The effectiveness of leadership and management of the early years provision

Robust systems for checking and vetting staff during recruitment help to ensure children are safeguarded and practitioners demonstrate a good awareness of their responsibilities to protect children. A comprehensive, regularly reviewed risk assessment in all areas of the building both inside and out supports children's safety. Practitioners raise any concerns they notice although the current health and safety policy does not link recorded accidents to the review of the risk assessment. The manager has identified, through the self-evaluation, that staff would benefit from further health and safety training to support their confidence in assessing risks. Other policies and documentation that underpin the smooth organisation of the nursery are all well maintained and are available for staff and parents both in hard copy at the setting or on the nursery website. This includes a clear complaints policy where concerns are dealt with very effectively and managers use this as part of their ongoing aims for improvement.

Positive images of diversity are evident throughout the nursery and practitioners carefully consider the needs of individual children when planning and implementing activities. For example, children who have English as an additional language are supported because staff work with parents to provide the best methods of supporting their learning such as using dual language on posters. The strong partnership with parents is continuous. Practitioners work hard at developing a two-way sharing of information so that children's diverse needs are met and parents feel included and well informed about their child's progress. Parents' contributions are valued and they are aware that they can communicate with the manager and key persons in many ways: through daily feedback, record notes, and email or direct to the manager who is always extremely welcoming and very receptive to ideas and comments. Parents also have the added facility of a 'parent's forum' which is run by parents for parents ensuring that all key information is shared with all.

The manager and room supervisors also work closely with other providers who are involved in the children's care and education. There are good transition plans in place that prepare children for their next step into school. Practitioners encourage children's positive approach to moving to 'big school' by planning activities such as drawing pictures of their school and bringing their new school uniform to nursery to show staff and their friends. The partnership with school is also strengthened by occasional visits by staff as well as the summary achievement sheet which goes direct to teaching staff. The partnership with other professionals who work with the children, especially if the children have identified special educational needs or

disabilities is also good. Most practitioners are aware of the Special Educational Needs Code of Practice although they do not accurately use this procedure for implementing the earliest systems for assessment; they meet children's needs by receiving strong, supportive help from the local authority. Managers also form direct links, working with speech and language professionals, who provide specialist advice.

The manager is very proactive in identifying the strengths and weaknesses in the nursery provision. Through her trust and confidence in her staff team she is able to make changes that improve the setting for children and staff. For example, there have been some excellent improvements made in one area of the outside play and there are plans to further improve on play space for toddlers and babies. The manager is also keen to support all staff in their knowledge and formal training. The individual needs of staff are met through regular meetings, one to one discussions and appraisals. As a result, all members of staff and management embody the continuous drive for improvement.

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

Children, toddlers and babies happily leave their parents because they feel secure and settled in their play environment. The good range and variety of stimulating activities feed children's interest and curiosity helping them to enjoy their day. They become increasingly independent and confident in most areas of learning with their personal and social skills being a particular strength. Children select their own resources and engage in fun, meaningful play both indoors and out. As a result, children's overall behaviour is good; they play well together and learn to consider others. The effective key person system also fully supports children's feeling of well-being as well as ensuring children's welfare, learning and development needs are monitored. Overall, practitioners develop a good awareness of their key children and make regular observations of children which are used to inform their planning for the children's next steps. All children have a learning journal where practitioners maintain an overview of children's progress. However, not all learning journals are kept up to date and there is a lack of consistency in how practitioners interpret their observations and ongoing assessments. As a result, not all the areas of learning are explored to maximise the challenges presented for children.

Children use their imagination and develop their understanding of early science during spontaneous activities such as mixing grated soap with water. They watch as the soap melts while whisking it in water. Children become animated when they see the consistency and colour alter when they add other resources such as glitter, powder paint then dried pasta. They immerse their hands into each bowl in delight. Children are constantly supported by an enthusiastic practitioner who observes the value of what children do. She guides their thinking with questioning about what they see, feel and think and how changes occur. Children further explore their creativity by making pictures with glitter and glue which glows on black paper.

Children enjoy stories especially during group times. Older children begin to help themselves to books and spend time talking about them with their friends. Attractive posters and pictures throughout the nursery displaying simple words and numbers attract children's attention from an early age. Older children count regularly in singing rhymes and they build blocks and start to recognise shapes. Babies and toddlers have many resources to help them to develop their early skills of problem solving, although practitioners do not make sufficient observations in this early learning goal to extend and challenge their progress. Children learn about their world about them through a good selection of resources as well as occasional trips to local libraries. Children water plants in their digging area where they grow beans and tomatoes. They also look forward to their annual outing to the nature centre at Tilgate Park where all children and parents are invited.

Children adopt extremely healthy practices and show that they are developing a secure understanding of how to live a healthy lifestyle. Daily outside play in large, well-equipped play areas as well as the indoors 'romp room' promotes children's physical development in all ages exceptionally well. Children learn balancing and coordination skills on hard and soft surfaced areas. Children's nutritional needs are met to an outstandingly high standard. All meals are freshly prepared and are well-balanced and tasty so that children eat everything on their plates and some ask for more. Meal time is a social experience where children learn social etiquette and help put cups for water near each place setting. Older children talk about food that this good for them and enjoy taking part in simple cooking activities to make pastry and cheese flans. Babies and toddlers are assisted with their personal hygiene routines and older children independently wash their face, hands and brush their teeth after eating.

Children demonstrate their feeling of safety in their manner and attitude in their everyday play. They learn how to use large and small equipment safely and regular fire drills make children aware of evacuation procedures. The organisation of the annual outing is an example where all practitioners, parents and children become involved in sound procedures for everyone's safety.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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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