

ABC Day Nursery Group

Inspection report for early years provision

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Inspector	Claire Jean Douglas
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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*.

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.

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Description of the setting

ABC Day Nursery was registered in 1995. It operates from a prefabricated single story building in Lewisham. The nursery comprises of five group rooms with an enclosed outdoor play area. The nursery is open Monday to Friday from 8.00am to 6.00pm for 51 weeks of the year, only closing for bank holidays and one week over the Christmas period.

The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for 38 children, all of whom may be in the early years age range. There are currently 34 children in the early years age group on roll, who attend for a variety of sessions. This includes 11 funded places. The nursery serves the local area and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are eleven members of staff who work with the children, including the manager, all who have relevant childcare qualifications. The nursery has regular support from the Early Intervention Team (EIT) and an Early Years Advisory Teacher (EYAT). Staff have access to training courses and support services run by the Lewisham Early Years Development and Childcare Partnership (EYDCP) and the Lewisham Early Years Advice and Resource Network (LEARN).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming and inclusive environment. Excellent partnerships with parents ensure that staff know children well and provide the support they require. This helps them to make good progress in their learning, given their age, abilities and starting points. The staff team are beginning to reflect on their practice and take steps to ensure that the service is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- develop the system used for self-evaluation, taking into account the views of staff, children, parents/carers and other interested partners, to further identify the strengths and weaknesses, leading to actions which promote improvement
- ensure observations of children are clearly matched to the early learning goals and improve the link between the next steps identified for children and weekly activity plans.

The effectiveness of leadership and management of the early years provision

The setting benefits from a well-established team who are appropriately vetted and have relevant qualifications and experience, which safeguards children's welfare. Staff have a good understanding of their responsibilities in relation to child protection and are familiar with the procedures to follow if they have concerns about a child. All of the required documentation that supports children's health, safety and well-being is in place. Staff give priority to safeguarding children and supervise them closely to ensure they are safe at all times. Staff work well together as a team, sharing tasks and responsibilities to ensure that the setting runs smoothly on a day-to-day basis. Resources are well organised to create a stimulating learning environment for children and ensure they have appropriate adult support.

The management team makes satisfactory use of feedback from staff, parents and children to monitor and evaluate the provision, however, the system needs developing to further identify priorities for future improvement. Actions previously taken are targeted to improve outcomes for children, such as offering children choice within the planning and free access to play materials that they can select for themselves, which has significantly increased their autonomy at the setting.

Staff ensure their knowledge of each child's backgrounds and needs is clear. They use effective strategies to ensure all groups of children achieve well and provide appropriate support where required, so that equality and diversity is promoted. Partnerships with parents are positive. Through continual communication they are actively involved in significant decisions relating to the setting and their views and opinions valued. All parents spoken to were confident that their child was very happy and well cared for at the setting. Parents are provided with good quality information about the setting, their child's achievements, well-being and development. Good two-way communication ensures that children experience consistent care and means both parents and children benefit from engagement with the setting's work.

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

Children's sense of belonging and security at the setting is strong. They are familiar with the daily routines, expectations and demonstrate a clear understanding of how to keep themselves safe. They walk slowly and carefully in a line to the bathroom because they know that 'you might slip over' and they carefully remind their friends to blow on their dinner when it is hot so that they do not 'burn their tongues'. Children take part in regular fire practices that ensure they know what to do in an emergency. Children adopt good simple hygiene routines when they wash their hands before their snack or after a messy activity, using the liquid soap and paper towels that help protect them from the risk of cross-infection. They make healthy choices as they help themselves to chopped fruit at snack time and a cup of water when they are thirsty.

Children enjoy playing outside everyday as part of a healthy lifestyle, running around in the fresh air, practising their physical skills or learning new ones as they attempt to catch a ball or pedal a bike. Children develop excellent relationships with staff and other children. They work extremely well both independently and in cooperation with their friends. Their behaviour is very good and they are showing a growing awareness of responsibility within the setting. Children develop high levels of independence as they select their own resources and play materials and put them away when they have finished. They take part in a wide variety of indoor and outdoor activities and experiences that support their development across all areas of learning and they are interested and motivated to learn. Staff make observations of children's achievements and identify next steps for their learning, although currently the links between individual targets for children and activity planning for the group as a whole are not clear.

Children are keen to communicate and use language well to start conversations and express their ideas. They listen attentively to stories and enjoy reading books on their own. Older children begin to recognise the sounds that letters make and they are starting to use their phonic knowledge to identify names. Children work together on solving problems as they endeavour to find enough torches for each child to be able to enter the 'dark den', a dark tent which they love to shine torches in and explore the scientific concepts of light and dark. They explore the natural world when they take part in growing activities such as planting potatoes, tomatoes and daffodils, caring for them and watching them grow, then finally taking them home. Staff make the most of diversity to help children understand the world they live in. Parents are invited to come along to the nursery in their traditional dress and children can use the range of dressing up clothes to join in with them. Children are encouraged to share discussions with their peers about their home life, for example, how a favourite meal is 'couscous and stew' helping them learn to value different cultures and beliefs.

Children enjoy adult-led craft activities such as making robots, as well as helping themselves to tools and materials from the creative trolley to cut, stick and design according to their own ideas. Children benefit from a well-balanced daily routine and are occupied and stimulated throughout the session. They thoroughly enjoy their time at the setting.

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	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	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

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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	2
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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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