

Immanuels Day Nursery

Inspection report for early years provision

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Inspector Rebecca Elizabeth Khabbazi

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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

Immanuel Day Nursery is privately owned by Immanuel Childcare Ltd, and was registered in November 2006. It operates from a converted house in a residential street within the London borough of Croydon. An enclosed garden area is available for outdoor play. The nursery is open from Monday to Friday, all year round. Core opening hours are from 8am to 6pm, with additional care provided from 7.30am and until 6.30pm by arrangement with the nursery.

The nursery is registered on the Early Years Register to care for 39 children in the early years age range. There are currently 44 children on roll, who attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 11 staff including the manager, all of whom have relevant childcare qualifications. The setting receives support from the local authority through an Early Years Advisor.

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, inclusive environment. Strong partnerships with parents help ensure children make good progress in their learning, given their age, abilities and starting points. The management and staff team regularly reflect on the provision and identify priorities for future development. This ensures 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:

- ensure that assessment and planning for all children includes clear learning objectives, so that planned activities build on existing knowledge and skills
- increase the involvement of parents in agreeing and reviewing their child's next steps.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that staff are suitable to work with children and are appropriately qualified. Staff have a clear understanding of safeguarding procedures, and all staff attend relevant training in this area. All required documentation that promotes children's health, safety and well-being is in place and is kept up to date. Good use is made

of available resources at the setting. Space and equipment is well organised and helps create a welcoming learning environment where children of all ages can easily access play materials independently. Staff work well together as a team and are deployed to ensure children benefit from consistent relationships and a good level of individual support.

The manager and staff team make good use of feedback from parents and children to monitor and evaluate the provision and consider areas for future development, for instance, through questionnaires and the parent forum. Actions taken are well targeted to improve outcomes for children, for instance, ongoing developments to the outdoor area so that children benefit from a wider variety of outdoor experiences throughout the day. Staff work closely with parents to ensure they have a good understanding of each child's background and needs and they provide appropriate support where required, so that equality and diversity is promoted. Parents are kept well informed on a day-to-day basis through regular newsletters, the noticeboards and verbal discussions when children arrive and leave. There are also formal opportunities for parents to meet staff to discuss their child's progress twice a year. However, at the moment parents are not always actively involved in agreeing and reviewing the next steps for their child's learning, so that information from home is fully included in this process. The setting works effectively in partnership with external agencies and other providers as appropriate, to ensure children receive the support they need and benefit from continuity in learning and care.

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

Children show a very strong sense of security and belonging within the setting. They are confident, settle well and build excellent relationships with staff and each other and babies form strong bonds with their consistent carers. They quickly become familiar with the routines and expectations of the setting, for instance, babies quickly go to find their chair when lunch is brought into the room. Older children show a sense of responsibility and concern for others as they go down the stairs as quietly as they can so they do not wake up the younger children. They learn to keep themselves safe when they hold on to the rail and take turns to go down carefully. Children adopt simple, good hygiene routines from a young age when they wash their hands after a messy activity or go and get a tissue to wipe their nose. They benefit from nutritious meals and snacks that are freshly prepared on this premises, enjoying fruit during the morning and their favourite spaghetti and meatballs at lunch time. They play outside every day as part of a healthy lifestyle, practising their physical skills and learning new ones as they peddle bikes, spin hoops, negotiate the slide or jump, hop and stamp their feet during a game of 'traffic lights'.

Children throughout the nursery benefit from a balanced routine and take part in a wide range of activities that support their learning and development. They work well both independently and in cooperation with their friends, and are interested and motivated to learn. Staff get to know children well and make regular observations of their achievements, which they use to plan future activities.

However, although assessment and planning for younger children is based around children's interests, it does not always include clear learning objectives to ensure activities build on existing knowledge and skills.

Children of all ages enjoy stories and books. Younger children cuddle up to look at pictures, while those who are older remember words and phrases from their favourite story. Children are keen to communicate. Babies show pleasure as they listen to songs and nursery rhymes, and older children confidently start conversations and express their ideas. Children make marks as they play, writing a list in the role play area or putting their name on their work. They solve simple problems during every day routines, making sure there are enough cups for everyone or finding the correct piece for a puzzle. Babies and toddlers explore and investigate as they play in the sand tray or have fun making a mess with paint, and older children learn about the world around them when they find mini-beasts in the garden or grow plants as part of a project. Children use their imaginations when they line up the chairs outside and invite their friends on a 'bus ride', or make their doll some tea in the home corner. They have fun in the messy room, creating a huge papier-mâché sandcastle or making a picture about their favourite book. Children are well occupied and stimulated throughout the day and 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	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

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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	1
The extent to which children develop skills for the future	2

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