

Children's Corner Day Nursery

Inspection report for early years provision

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Inspector

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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

Children's Corner Day Nursery is run by Teddies Nursery Ltd. It opened in 2010 and operates from three rooms on the ground floor of a detached house in the London borough of Ealing. A maximum of 25 children may attend the nursery at any one time. It is open each weekday from 8am to 6pm all year. Children have access to a secure enclosed outdoor play area.

There are currently 19 children aged from 18 months to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children with additional needs and those who speak English as an additional language.

Children's Corner Day Nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It employs six staff, all of whom hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their play and make good progress in their learning and development within a clean and safe environment. The nursery offers an inclusive provision, in which each child is respected as a unique individual. Staff engage effectively with parents to ensure the needs of all the children are met. The management team have effective systems in place to monitor the work of the nursery, and are highly motivated to continuously develop practice for the benefit of the children.

What steps need to be taken to improve provision further?

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

- establish effective links with children's schools and nurseries to share relevant information for continuity and coherence in their learning
- provide children with the opportunity to routinely access equipment, such as a computer, to enable them to develop the necessary skills to operate information and communication technology and to begin to learn the purpose and function of such equipment.

The effectiveness of leadership and management of the early years provision

The management team have an in-depth understanding of the importance of safeguarding children. The provider implements a robust recruitment procedure to check the suitability of all staff to work with children. She is also aware of her duty to refer people who she believes are unsuitable to work with children to the

Independent Safeguarding Authority. Staff have a good understanding of the indicators of child abuse, and the procedure to follow to report concerns. The structure and security of the building ensures that intruders cannot gain access to the children. All the procedures and records required for the safe and efficient management of the nursery, and the child's welfare are maintained.

The provider has a very clear vision of how she intends to develop the work of the nursery and enhance the existing good practice for the benefit of the children. She is able to communicate her ambitions effectively to staff, who share her enthusiasm. Self-evaluation of the work of the nursery is ongoing. Areas of weakness are identified, and strategies devised to bring about improvement. Parents have the opportunity to make their views known by completing questionnaires as part of the evaluation process. The management team also welcome input from the local authority development worker in order to improve outcomes for children. Since registration, the provider has developed an appraisal system for her staff to identify training needs to enable them to develop their skills. In addition, the nursery has been redecorated and additional play materials obtained. Consequently, the provider is taking appropriate steps to ensure the sustainability of the provision. Plans for the future are well targeted to bring about further improvements and enhance outcomes for children. They include obtaining garden equipment that will provide greater challenge to older children.

The nursery's effective engagement with parents contributes towards ensuring the needs of the children are met. There is a routine exchange of information about each child on a daily basis, and written reports are issued monthly to provide parents with more detailed information about their children progress and learning. Newsletters also help to keep parents up-to-date with nursery events. Parents commented at the inspection that they were able to address any issues relating to the well-being of their child appropriately with staff. Some children attend other nurseries delivering the Early Years Foundation Stage. However, no links have been established with them to discuss the learning and development needs of the children, in order to provide coherence and continuity in their learning.

The nursery promotes equality and diversity. The key person system enables staff to gain good knowledge and understanding of the background and needs of all the children from parents. They also liaise with other agencies to offer support to children with additional needs. In addition, staff learn key words and phrases in other languages, such as Polish, to help settle children who have English as an additional language. The nursery environment is conducive to children's learning as it is clean and safe. The rooms are organised appropriately to enable children to make good use of the available play space. Play resources are fit for purpose and able to support children's learning in all areas. The deployment of staff around the rooms ensures children's safety is monitored and their learning and development is supported appropriately.

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

Children are settled and content in the nursery. Staff have a good understanding of the requirements of the Early Years Foundation Stage and how to implement them in their practice. They observe the children at play, and assess their stage of development. The next step in each child's individual learning journey is identified, along with the child's particular interests. This information is used effectively to devise play plans that ensure every child receives enjoyable and challenging learning and development experiences that are tailored to meet their individual needs. Children become active learners, as they are curious and keen to engage in activities. Children develop important skills for the future as they have ready access to a variety of mark making materials, such as crayons and pencils, to foster pre-writing skills. Communication is promoted using books and puppets. Older children are occasionally able to use a computer in the office. However, because access to it is limited, they are not able to routinely practise and develop the co-ordination necessary to operate simple programs, or to be able to learn the purposes and functions of information and communication technology appropriately.

Children's health is promoted. They have regular opportunities to play in the well maintained back garden. The equipment provided enables them to benefit from the physical exertion of climbing, sliding, peddling, and generally running around. Children learn the importance of adopting good personal hygiene practices. Older children confidently explain that 'you must wash away germs before you eat your food'. Healthy and nutritious meals are served that take account of children's individual dietary needs. Chicken tortilla, salad and jacket potatoes are particular favourites. Fresh fruit is also routinely included on the menu, and fresh drinking water is readily available at all times. All children and staff sit down together for meals, which helps to create an enjoyable and social occasion. Children's independence is promoted as, when possible, they serve themselves with food.

The nursery ensures that children begin to learn how to keep themselves safe. On outings, road safety is taught. Children also participate in regular evacuation drills from the premises and become familiar with what is expected of them, should an emergency arise.

Children are valued and respected as individuals. For example, the nursery displays photographs of the children's extended family, and children are encouraged to talk about experiences from home that are important to them. Children also begin to learn about the wider world and to develop a good understanding of diversity. This is achieved through making artefacts and trying food associated with a range of world faith festivals, such as Chinese New Year and Diwali. Trips to the local fire station and visits from police community support officers also help children learn about the local environment and people within the community. Children develop good self-esteem and confidence. They begin to learn what acceptable behaviour is, and what is expected of them. For example, they learn the importance of sharing toys and taking turns. Good manners are also encouraged. Learning these skills helps children feel secure and develop a sense of belonging. Staff treat

children with care and kindness, consequently, the children feel safe and demonstrate this by happily interacting with them as they laugh and have fun together.

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	3
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