



Winchilsea House Day Nursery

Inspection report for early years provision

Unique Reference Number	137254
Inspection date	08 November 2005
Inspector	Laura Brewer
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Registered person	The South London and Maudsley NHS Trust
Type of inspection	Integrated
Type of care	Full day 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?

Winchilsea House Day Nursery has been registered since 1991. It operates from a large detached house adjacent to the Bethlem Royal Hospital in Beckenham. The nursery provides a service for the South London and Maudsley National Health Service (NHS) Trust to assist with the recruitment and retention of staff.

Children are grouped depending on their age range, into 3 separate areas. The baby unit occupies the ground floor and the toddler and pre-school rooms are located on

the first floor. Each floor has separate toilet/nappy changing facilities. There is a large fully enclosed garden available for outdoor play.

Opening hours are Monday to Friday, 7:00 to 18:00 all year round with the exception of bank holidays, NHS statutory days and 3 days between Christmas and the New Year. Children with special needs and those who are learning English as an additional language are fully supported. There are currently 33 children aged from 9 months to under 5 years on roll. Of these, 9 receive funding for nursery education.

There is a total staff team of 9, of whom 70% hold a relevant early years qualification. There are 2 staff currently working towards National Vocational Qualifications (NVQ) and 1 member of staff is currently completing a Foundation Degree.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good personal hygiene through well organised activities and routines. They consistently wash their hands after using the toilet and prior to eating meals and snacks. Effective procedures such as, staff consistently wearing disposable gloves and ensuring that the 'no shoe' policy in the baby unit is adhered to sustains good levels of hygiene. This helps prevent the spread of infection. Children's individual health needs are met as comprehensive written information is taken and shared with relevant staff during the admission period.

Children enjoy a varied range of energetic physical activities that contribute to a healthy lifestyle. Staff ensure that children have regular opportunities throughout the day to play outside to enable them to benefit from the fresh air and develop their physical skills and abilities.

Children benefit from the good food hygiene practises observed and from a healthy, nutritious diet. Children are frequently given snacks such as fresh fruit to help them develop healthy eating practices and they are able to talk about what food helps us to grow. Younger children are offered drinks throughout the day, mirroring their home routines. Older children confidently use their drinks containers which they have free access to at all times. Special dietary requirements are complied with which ensures children remain healthy.

Staff follow the Birth to Three Matters framework extremely well and the children are settled. Children have established very good relationships with the staff who interact in a gentle and supportive manner. This enables them to feel happy within their surroundings. Children freely go to staff for cuddles and reassurance, developing healthy dependence to support their emotional well-being. Children are able to rest and be active according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and well maintained environment. The good organisation of toys and equipment means children can move around safely to independently access available resources from tables, low shelving and boxes at child height.

Comprehensive risk assessments minimise accidental injury and enable any identified risks to be dealt with promptly. Staff are vigilant about ensuring that toys and equipment are safe and that they are suitable for the age range using them to promote children's safety. Fire prevention is good and regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely.

Children learn the importance of behaving in a manner that does not endanger or hurt themselves or others as a result of clear guidance. For example, staff clearly explain to children why they should not put scissors into their mouth whilst playing.

Children's welfare is protected. The manager ensures that procedures are up-to-date and that all staff have a thorough understanding of their responsibilities in relation to child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the nursery are confident within the setting and have built strong relationships with the staff. The younger children receive lots of cuddles and have secure bonds with their carers, which increases their sense of well-being. They benefit from routines which are consistent with their experiences at home.

Staff's good knowledge of the Birth to Three Matters framework is improving children's achievements. They actively enjoy participating in a varied sensorial programme and energetically explore a range of materials, which enables them to develop new concepts. For example, the babies have great fun experimenting with a large tray of cornflour and water. They are well supported by staff who encourage them to feel and explore the texture in a variety of ways. The babies respond excitedly and are given time to complete the activity at their chosen pace.

Children's communication skills are effectively encouraged by staff and they enjoy looking at books, singing and playing together. Children confidently use a wide range of play resources which enables them to build on their learning and promotes their all round development.

Nursery Education

The quality of teaching and learning is good. Children are keen to learn and quickly settle to become involved in activities. Children readily initiate conversations and can co-operate well together during their play. For example, children are able to work together to build with construction and confidently share their ideas and thoughts

about what they have made. Children experiment with writing for a variety of purposes and some children can confidently write their own names.

Children spontaneously incorporate counting during their play and can confidently count up to 10 or more. They recognise and name shapes and use size and positional language in daily activities. Children demonstrate high levels of independence, for example, whilst serving their own meals and putting on aprons to participate in creative activities. Children are sensitive to the needs of others and show care for the environment by helping during tidy-up time.

Children enjoy experimenting with colour and texture during a range of experiences. They have good opportunities to develop their own self-expression as the creative workshop is used well to provide children with a wealth of opportunities to explore their creativity.

Staff are skilled at questioning children to make them think and communicate their ideas. They use their secure knowledge of the Foundation Stage to provide a broad range of activities. However, the planning for the garden is limited which can restrict children's learning opportunities within the outdoor environment.

Helping children make a positive contribution

The provision is outstanding.

Children benefit from the positive partnership staff have developed with parents. This ensures children settle well and their individual needs are met. They experience consistent care due to highly effective communication systems between parents and staff. For example, the daily log sheets which detail individual care routines and achievements. Throughout the nursery, staff frequently take photographs of children's achievements which are transferred into developmental records for parents to see what their children have accomplished.

Children with special educational needs are extremely well supported because staff work closely with parents and outside professionals. Throughout the nursery, pictorial signs are used to aid children's communication skills and to develop their understanding of the routines. Additionally to this, 'baby signing' is used with the younger children. These methods are shared with parents to enable them to reinforce what children are learning. Although there are currently no children attending who are learning English as an additional language, there are clear systems in place to support their learning and development within the nursery.

Children show a strong sense of belonging when they readily share their experiences about their family and friends. They are introduced to a wide variety of cultural traditions and resources used represent positive images of the wider community. This helps to develop positive attitudes and respect for others. There is a designated worker allocated to plan for the festivals throughout the year, which ensures that staff have access to the appropriate resources and information to develop children's learning.

Children's self-esteem is fostered as staff consistently praise them and recognise

their achievements, such as when they tidy up or complete a task. Children are very well behaved and work harmoniously with each other in response to the realistic boundaries and expectations of staff. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery funding is outstanding. Substantial information about the curriculum and activities is provided for parents which enables them to link-in with themes at home. Staff are proactive about encouraging parental involvement to enable parents to be involved in their children's learning. There is a strong emphasis on the exchange of information to ensure that children's development is effectively monitored and targets are identified for future development. Staff consistently share information about children's progress through daily contacts and the sharing of records and photographs.

Organisation

The organisation is good.

Children are cared for by suitably qualified staff who have been appropriately vetted, due to effective recruitment procedures. Induction training, policies and procedures work well in practice, ensuring the efficient management of the nursery. However, the deployment of staff throughout the day does not always ensure that children are sufficiently supervised at all times which impacts on children's safety. Staff have a secure knowledge and understanding of child development which enables them to meet children's individual needs well.

Leadership and management of the nursery education is good. There is a strong commitment to develop the provision and the management have clear aims for the future. Staff are competent within their roles and have a secure knowledge of the Foundation Stage and how to use it in practice to support children's development. Staff are continually supported in their work and ongoing training is actively encouraged.

Parents are kept up-to-date about their child's progress through daily contacts with staff and regular meetings. The range and quality of activities provided for children ensures they make steady progress. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The last Children Act inspection recommended that the nursery request parents to sign incident records with details of existing injuries and re-assess access to the building.

A system has been implemented where parents now sign incident records, which ensures that accurate information is logged to promote children's welfare. Where possible, staff who work with the babies are not expected to meet visitors to minimise disruption to the baby room.

The last Nursery Education inspection recommended that the planning includes more opportunities for children to self-select creative resources.

A permanent creative workshop has been established which enables children to have free access to a range of creative materials to explore and develop their self-expression.

Complaints since the last inspection

There are no complaints to report.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- ensure that the organisation of staff enables children to be appropriately supervised at all times.

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):

- develop the planning to include more information about how the outdoor learning environment will be used to support children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk