



John Perry Day Nursery

Inspection report for early years provision

Unique Reference Number	EY300229
Inspection date	28 November 2005
Inspector	Christine Eglinton
Setting Address	John Perry School, Charles Road, Dagenham, Essex, RM10 8UR
Telephone number	020 8270 4622
E-mail	office@johnperry.bardaglea.org/uk
Registered person	London Borough of Barking & Dagenham EYDCP
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 satisfactory.

WHAT SORT OF SETTING IS IT?

John Perry Nursery opened in January 2005 and operates from a temporary building located in the grounds of John Perry Primary School in a residential area of Dagenham. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 and only closes on public holidays. Children attend for a variety of sessions and have access to a secure enclosed outdoor play area.

There are currently 26 children aged from 2 to 5 years on roll. Of these, 1 child receives funding for nursery education. The nursery serves the local area. The nursery has experience of supporting children with special educational needs and also supports children who speak English as an additional language.

The nursery employs 5 staff and 1 cover staff from the school nursery. All of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted through effective procedures and staffs' good hygiene practices. Effective procedures such as staff consistently wearing disposable gloves and aprons during nappy changing and washing their hands before they serve food, helps to sustain high levels of hygiene and prevents the spread of infection. Staff monitor hand washing after toileting and before snack and lunch time and good interaction during free play teaches children how to avoid passing on germs. For instance, staff explain to children why they need to cover their mouths when they cough. Younger children are able to follow individual sleep routines and are made comfortable to ensure they are able to sleep for extended periods. This contributes towards their physical wellbeing.

A high ratio of staff hold a current first aid certificate, which enables children to be given appropriate care if there is an accident. Parents give prior written consent to administer medication, which ensures children receive the correct dosage. Appropriate sick child procedures such as excluding children who are infectious, helps to prevent the spread of infectious ailments.

Children enjoy varied and nutritious meals which meet special dietary needs and ensures they remain healthy. Children are able to confidently help themselves to milk and water from an open snack bar. This encourages children to think about their personal needs.

Children regularly enjoy a range of activities that contribute towards to their health and develop their physical skills. Children move freely between indoor and outdoor play areas, which enables them to benefit from playing regularly in the fresh air. They enjoy daily opportunities to participate in activities developing their co-ordination and physical skills. For example, negotiating their bikes and scooters around obstacles in the garden and balancing on wooden blocks. Children's fine motor skills are developing well. They are competent when using a range of small and large paint brushes and are able to confidently squeeze the trigger to spray food colouring onto large sheets of paper in the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a welcoming and well-organised environment which enables them to move around safely and freely. However, heating is not always maintained at an adequate temperature to ensure children are able to play in a suitably warm environment. Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Most of the equipment is stored at low level in labelled boxes in open storage trolleys, to enable children to make choices during their play. Children are able to relax and rest in a comfortable cosy corner with soft cushions.

Toys and resources are carefully selected to ensure they remain safe and suitable for children and staff are vigilant in replacing any broken or damaged equipment. Good routines and gentle reminders help children to learn about safety. For example, staff remind children about the risks of running indoors and the pedestrian crossing in the garden enables children to practice road safety in meaningful ways. Regular fire drills help children become familiar with the procedure, so they learn how to leave the premises quickly and safely. Visits from the fire safety officer have also helped children become aware of fire safety.

Good staff deployment helps to ensure children are well supervised and children benefit from a good range of safety measures. For instance, electric sockets are protected with safety caps and a safety gate ensures children are not able to have access into the kitchen. Staff are pro-active in how they use recording of accidents to identify possible risks and then implement appropriate measures to reduce further accidents This helps to minimise hazards and ensure the safety of children.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and they arrive happy and confident. Sensitive individual settling-in routines help children quickly settle into the nursery environment. This enables them to make good progress in their personal, social and emotional development. Children are very competent in taking care of their own personal needs. They decide when to have their drink and snack, are able to wipe their own noses and put on their shoes and coat. They confidently use a broom to brush sand away during tidy away time. These activities help children to become independent and help them develop good self-esteem. Staff display children's creative work attractively, which shows that their achievements and efforts are valued.

They are developing good relationships with adults and other children in the pre-school and run excitedly to the door to greet them. Children seek support and reassurance from staff which indicates that good trusting relationships have been built. There are frequent opportunities during the day of snuggling-in with staff for cuddles when they look at books together. This helps to foster children's emotional development and helps them feel secure.

Children are involved in a broad range of planned activities and spontaneous events, which supports their development and overall learning. Staff use the Birth to Three framework effectively to plan a range of stimulating activities for the younger children which influence and promote positive outcomes for them. Children under 3 have lots of stimulating opportunities to explore a range of sensory materials, which allows children to build on their natural curiosity as learners. For example, they regularly explore different textures such as the feel of custard, which they pour into different containers and play and explore with different types of breakfast cereal. They are able to explore sand and earth in the garden and represent their ideas and feelings when they spray food colouring onto paper. These activities offer children a rich range of learning opportunities.

Nursery education.

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals. Staff are very caring and know children well. Children are engaged and enthusiastic when they take part in the activities and there is a suitable balance of adult and child led activities. Staff have adequate knowledge of the foundation stage but do not use this knowledge to provide appropriate challenges for children to help extend their learning. Staff do not consistently talk to children to help them connect ideas and encourage them to explain what is happening during certain activities. Although children sometimes select their own toys, they are not encouraged to take the initiative in their play and make full use of available resources and materials, to fully utilise learning opportunities. Written plans are linked to the 6 areas of learning and make clear what children are expected to learn. Staff observe children during free and focused activities and use notes to assess children's achievements. This helps to identify children's stage of learning and allows staff to plan the next step in their learning. However, appropriate activities identified for the next step in children's learning are not always clearly linked to planning.

Children show pride in their achievements when they create their pictures and are developing social relationships with each other. They enjoy playing together in small groups, but are not always encouraged to talk about their families during daily activities and routines to help them develop a sense of belonging. They are able to concentrate well in small groups when they wash the dolls, talk confidently about Christmas and decorating the tree with stars and balls. They take pleasure in listening to stories and are able to recall key phrases of their favourite stories.

Children are able to recognise numerals on the advent calendar and are beginning to show an interest in numbers when they use their fingers to count the days of the week and how many chairs are needed during lunch time. They are developing an awareness of sequence and pattern when they discuss the days of the week and create a row of figures from construction bricks. They are able to recognise shapes when they use pipes from the sand resources and bend them into circles. Children use appropriate language to show their awareness of measure and size when they talk about 'full' and 'small' cups of cereal. However, there are missed opportunities for children to develop simple calculation skills in practical activities. They are learning about change when they examine the frozen water tray and are learning about living things when they grow sunflowers and tomatoes.

Children enjoy creating 3 dimensional structures when they make junk models and are able to express their creativity and feelings through using a wide range of different materials and media.

Helping children make a positive contribution

The provision is good.

Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. This positive approach fosters children's social, moral, spiritual and cultural development. Constant praise and encouragement helps children to develop a positive self-image. There are good systems in place to support children with special needs. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Staff make expectations clear and give clear reasons for requests, which helps children understand why certain behaviour is not acceptable. Effective strategies such as using egg timers and play resources helps younger children understand the concept of sharing and taking turns on bikes. Children's behaviour is good and they play well together.

Partnership with parents who receive nursery education is satisfactory. Relationships with parents are friendly and supportive and parents speak warmly of staff's positive and welcoming approach. Parents provide appropriate and relevant information about their child's medical and dietary needs to the staff. This helps to ensure children receive individual care and attention. Parents are given appropriate information about the pre-school through the prospectus and newsletters. There are effective systems to ensure parents are kept informed about children's individual progress and development. However, they do not receive sufficient information about the foundation stage, which should outline what and how children will learn. Consequently, this does not ensure parents understand that play has an important role in developing children's skills for the next stage of learning. There are too few opportunities for involving parents in their child's learning by giving them suggestions of activities that can extend learning at home.

Organisation

The organisation is satisfactory.

The nursery meets the needs of the range of children for whom it provides.

Children benefit from qualified staff who are very caring. Management actively encourage staff to undertake relevant courses which are then cascaded to the team. This ensures staff have the latest and most relevant childcare information and reflects a positive commitment towards improving the quality of care and education. However, staff are not aware of the current information available about the changes in the law and national standards, which would ensure they are aware of specific requirements in legislation.

Staff understand their role and responsibilities and work well as a team, which allows them to provide a stimulating and well-balanced programme. Information kept about children is relevant, and helps to promote their welfare. The premises layout is appropriately organised and children are able to freely play outside for the majority of the session. This helps to sustain children's enjoyment and widens their learning opportunities.

All children receive good emotional support from a staff team that enjoy their company and are aware of their individual needs. Consequently, children feel secure and confident. Staff hold regular meetings to discuss planning and evaluate activities to ensure learning intentions have been achieved. Management use discussions and regular meetings with staff to monitor children's individual progress.

Information kept about children is relevant and helps to promote their welfare. All required documentation which contributes to children's health, safety and wellbeing are in place. However, daily menus are not displayed for parents to inform them of what children have eaten during the day.

Leadership and management of the nursery is satisfactory. Staff are supported by management through regular informal meetings. They plan the curriculum together and receive good support from the Early Years Development and Child Care partnership to improve their practice. However, although management have appropriate systems to assess the provisions strengths and weaknesses, they have not effectively addressed identified weaknesses in teaching. Consequently, teaching is not fully utilising all learning opportunities within planned activities and is not offering children sufficient challenges to ensure they make good progress in all areas of learning.

Improvements since the last inspection

'Not applicable'

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by the parents, which they must see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- make sure play room is maintained at an adequate temperature
- make available to staff current information on the changes in the law and national standards to ensure they are aware of specific requirements in legislation, and ensure parents are able to freely access information on menus

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):

- improve opportunities for children to talk about their families, develop simple calculation skills through practical activities, and encourage them to take the initiative in their play by fully utilising all the available resources and equipment
- make sure planning of activities show clear links to identified next steps in children's learning
- make sure parents receive good information about the foundation stage, and increase opportunities to involve them in their child's learning by giving them suggestions regarding activities that can extend learning at home.
- introduce a rigorous system that monitors and evaluates the quality of teaching to ensure children are offered good challenges to help them make good progress in all areas their learning

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