



## Alpha Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY283938
<b>Inspection date</b>	30 November 2005
<b>Inspector</b>	Laura Brewer
<b>Setting Address</b>	198 Woodside Green, South Norwood, London, SE25 5EW
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<b>Registered person</b>	Yetunde Adedotun Osonaike
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. 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?

Alpha Day Nursery has been registered since April 2004. It operates from a detached house located on a main road in South Norwood. Another nursery operated by the same provider is based in Thornton Heath.

Children are grouped depending on their age range. Children under two years are cared for on the ground floor and children over two years are cared for on the first floor. There is a fully enclosed garden available for outdoor play opportunities.

Opening hours are Monday to Friday, 8:00 to 18:00 all year round with the exception of bank holidays and for a week during the summer. Children can attend on a full or part-time basis. Children with special needs and those who are learning English as an additional language are fully supported. There are currently 30 children aged from 6 months to under 4 years on roll. Of these, two receive funding for nursery education.

There is a total staff team of nine, of whom 55% hold a relevant early years qualification. Three staff are currently working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children enjoy a good range of energetic physical activities that contribute to a healthy lifestyle. They develop self confidence in their physical skills as they use a range of equipment to develop their motor and co-ordination abilities. For example, babies are frequently encouraged to practice their mobility skills and older children confidently use balls and skittles with ease.

Children learn the importance of personal hygiene through well organised activities and routines. They wash their hands after using the toilet and before eating meals. Procedures followed by staff are not always effective in preventing cross contamination, as staff do not consistently change their disposable gloves in-between nappy changes.

Children benefit from the good food hygiene practices observed for the preparation of meals and from a healthy, nutritious diet. Children receive snacks such as fruit and vegetables to help them develop healthy eating practices. Special dietary requirements are complied, with which ensures children remain healthy.

Staff follow the 'Birth to three matters' framework and the children settle well. Children have good relationships with the staff who interact in a gentle and supportive manner. This enables them to feel happy and they freely go to them 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 satisfactory.

Children are cared for in a bright and appropriately maintained environment. The 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.

Regular risk assessments minimise accidental injury and enable any identified risks to be dealt with promptly. Staff are vigilant in ensuring that toys and equipment are

safe and 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 talk to children about how to play with the balls safely so that others do not get hurt.

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 generally confident within the setting and have built good relationships with the staff. The younger children receive cuddles and have secure bonds with their carers, which increases their sense of wellbeing. They benefit from routines which are consistent with their experiences at home.

Staff awareness and good use of the 'Birth to three matters' framework is improving children's achievements. They 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 had fun completing a sponge printing activity in small groups. They were well supported by staff who encouraged them to feel and explore the texture of the paint in a variety of ways. The babies responded excitedly and were 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 mimicking animal noises together. Throughout the nursery staff effectively assess children's development which enables them to set clear targets to inform future planning. This enables staff have a clear indication about what activities will help individual children to progress to ensure their learning needs are met.

### **Nursery Education**

The quality of teaching and learning is good. Children are keen to learn and quickly settle to become involved in activities. They initiate conversations about their own experiences, for example whilst talking about a visit to Godstone Farm with the nursery. Children experiment with writing for a variety of purposes and some children attempt to 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 using the toilet independently and putting on aprons. Children are sensitive to the needs of others and show care for the environment by helping during tidy-up time.

Children enthusiastically join in singing and ring games and confidently copy actions. They move their bodies imaginatively whilst listening to music and develop their own self-expression. Children are able to build and construct with a range of materials and can make simple models with a purpose in mind.

Staff use their secure knowledge of the Foundation Stage to provide a broad range of activities. However, the planning and assessment for children's information and communication technology (ICT) development is limited which restricts children's learning opportunities in this area.

### **Helping children make a positive contribution**

The provision is good.

Children benefit from the positive partnership staff have developed with parents. This ensures children usually settle well and their individual needs are met. They experience consistent care due to effective communication systems between parents and staff, such as the daily report records which detail care routines. Children build good relationships with staff and are generally happy and secure in their environment. Children with special educational needs are well supported because staff work closely with parents and outside professionals.

Children show a sense of belonging when they share their experiences about their family and friends. They are introduced to a variety of cultural traditions which helps to develop a positive attitude and respect for others. Children's self-esteem is fostered when staff praise them and recognise their achievements, such as when they tidy up or complete a task. Children are usually 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 good. Staff regularly share information about children's progress through parent evenings, daily contacts and by sending children's work home. Parents are actively encouraged to be involved in their children's learning, for example extending topic work, which reinforces what children are learning about within the nursery.

### **Organisation**

The organisation is satisfactory.

Children are cared for by suitably qualified staff who have been appropriately vetted and inducted. The organisation of staff is not consistently effective, as the adult to child ratios have not always been complied with. This compromises children's safety. Most of the required documentation is in place, although attendance records lack sufficient detail to enable them to be monitored effectively.

Leadership and management of the nursery education is good. There is a commitment to develop the provision and the manager has clear aims for the future

improvements. Staff are competent within their roles and have a secure knowledge of the Foundation Stage and how to use it in practise to support children's development. Staff are 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 planned 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 should improve some of the records kept, hygiene practices within the toilets, safety of the radiators, the condition of some resources and the availability of drinks throughout the day.

Additional information is now included on certain records to promote children's safety. The cleanliness of the toilets and provisions available has improved to meet children's health needs. The radiators have had guards fitted and resources available are in suitable condition to enable children to play in a safe environment. Children now have free access to water jugs throughout the day which enables them to meet their own personal needs more effectively.

### **Complaints since the last inspection**

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.

Since the last inspection, the provider has received one complaint relating to National Standard 6, Safety, regarding the supervision of children. The complaint was received on 24/11/2005. At the time of the inspection, the investigation process had not been completed in full. The provider has confirmed that a record of the complaint will be made in the complaints record and parents will be notified of the findings within 28 days.

## **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 satisfactory. 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 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 staff consistently follow good hygiene practices for nappy changing to prevent the risk of cross infection
- ensure that the staffing ratio's are adhered to at all times in each group room
- ensure the daily attendance records clearly show specific staff caring for each individual group of children.

### **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 the planning and assessment for children's information and communication technology (ICT) development to promote children's learning opportunities.

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](http://www.ofsted.gov.uk)