



## **Working Mums Daycare**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY294976
<b>Inspection date</b>	03 May 2006
<b>Inspector</b>	Linda Close
<b>Setting Address</b>	69 Lower Richmond Road, London, SW14 7HJ
<b>Telephone number</b>	0208 392 9969
<b>E-mail</b>	
<b>Registered person</b>	Ceres Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional 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 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?

Working Mums Daycare was originally registered in 1992 and was taken over by a new provider in 2004. The group operates in a single storey building in Mortlake in the southwest of London. The local authority is Richmond-upon-Thames. Nursery premises include four rooms for children, toilet facilities, outdoor play space, a kitchen and offices. An additional classroom is located in a temporary building beside the nursery.

There were 47 children present at the time of this inspection. The nursery currently has 90 children on roll aged between four months and five years and of these 30 children are three or four years old and in receipt of Nursery Education Grant. There are six children who are learning English as an additional language and a small number of children have learning difficulties.

The setting opens at 07:30 and closes at 18:30 every weekday throughout the year closing only for a week at Christmas and a week at Easter. Children who attend the setting are from the local and neighbouring boroughs. Some children attend part-time and some full-time.

There is a manager, 16 educators, a part-time learning support assistant and an administrator. A music teacher and a sports teacher visit the nursery on a regular basis. Of the staff who work with the children more than 50% hold early years and childcare qualifications and the remaining staff are actively working towards relevant qualifications. The manager holds a level 3 qualification in childcare, management and early years education.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is safeguarded well because a member of staff trained in first aid is present at the setting at all times. Specific training is undertaken by staff in the use of an epipen and they follow health care plans for individual children. Children are not exposed to infections unnecessarily because there is an effective policy and procedure in place that is known to staff and parents. Children learn about good hygiene from the staff who guide and encourage them to wash their hands before eating and after using the toilet. Children use soft, disposable mini-wipes for their faces and paper towels for hand drying which prevents cross-infection. Children's medication is administered with great care and recorded correctly. Nappy changes are carried out hygienically and in response to children's individual needs. Staff share cleaning tasks on a rota basis to keep the setting and the resources clean for the children.

Children can access drinks of fresh water at all times. Older children confidently pour a drink for themselves when they feel the need. Children thoroughly enjoy freshly cooked meals at the nursery. Two staff currently covering the vacancy in the kitchen have attended training in food handling which helps to safeguard children's health. Children eat their meals with relish and many have second helpings. Their food is tasty, nourishing and varied and the menus are shared with parents. Children only have food that agrees with them because staff consult parents about any special requirements and food allergies. Formula feeds for babies are prepared by parents and brought to the nursery each day. These feeds are carefully labelled and refrigerated until needed. Children who are sleeping when lunch is served have their meals chilled until they are awake. Staff reheat and check the internal temperature of the food with a probe to ensure it is heated correctly.

Children have good opportunities for healthy exercise at the setting. They enjoy their outdoor play and make good use of varied resources that include balls and wheeled toys. Some children have well developed throwing and catching skills. The children are eager to join in with most energetic group activities. Parachute games are particularly enjoyed by the children. They co-operate with each other and sustain their interest in this activity exceptionally well. However, some children lose interest in 'Tots in Sport' sessions and they leave the group to play with other activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are welcomed into a pleasant, well prepared nursery environment made attractive with numerous displays of children's art work. Staff ensure that resources are all ready for use before children arrive and they prepare afternoon activities while the children are asleep. Children have access to a good range of resources and toys that are checked for safety and maintained in good condition although a few of the puzzles and books in the toddler room are a little worn. Children's chairs and tables are the correct height for them to sit, play and eat in comfort.

Nappy change facilities are clean and suitable. Older children have easy access to toilet facilities that are clean and provide privacy. All children have clean bedding and the laundry is managed well. Toys and resources are arranged so that children can make choices and access their resources easily. Babies are cared for in a pleasant room which has ample space for them to crawl, walk and play. The temperature in the nursery is acceptable although it was a little cool for the youngest children at the time of the inspection. Children make good use of the extra space afforded by the new classroom for their small group activities.

The manager ensures that health and safety issues are included in the agenda for all staff meetings. Daily visual checks contribute effectively to children's safety. Risk assessments are made each month of the indoor and outdoor play spaces and any repairs are put in hand without delay. These assessments cover resources, the accommodation and any outings planned for the children. Children are safe at the nursery because the building and outdoor area are secure and the fire evacuation routine is practised frequently.

Children are safe in relation to child protection issues because the manager is well informed and she ensures that staff are aware of their responsibilities in this respect through training and discussion.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children benefit from staff attendance at worthwhile training courses which has raised their knowledge of the stepping stones towards the early learning goals and of the Birth to three matters framework. Staff use their knowledge to inform their planning of appropriate activities for children in all age groups. Observed interactions

between babies, toddlers and staff show clearly that children are content, enjoy each other's company, learn to talk and explore a good range of toys and resources. Children have good experiences of handling a range of materials including cornflour and water, cut vegetables for printing and using paint with rollers. The children explore the sounds they can make with percussion instruments and enjoy marching, singing and clapping hands with enthusiastic support from the staff. The children also enjoy energetic free play and directed activities in the outdoor area.

## Nursery Education

The quality of teaching and learning is good. Children confidently make choices and decisions when they select toys and activities. They decide if they need to have more food at lunchtime and what they would like to eat for dessert. Children help to tidy away their toys at the end of each session. They visit the toilet and wash their own hands competently. However, their independence is not fully encouraged at mealtimes in that they do not reliably assist the staff in setting tables, serving food or clearing away their dishes at the end of the meal. The children are well behaved. They get along well together and they are happy to share favourite toys.

Children listen well when grouping and organisation is good. They focus very well when staff lead circle time and quiet discussions. They listen well in small group activities and when staff are directing parachute play for the whole group. However, some children miss the instructions given in dance sessions because the music is too loud and they are tempted to leave the group to play with interesting resources set out in other parts of the room. Children enjoy mark making and some older members of the group make commendable attempts to write their own names. Planning documents show that the sounds and shapes of the letters of the alphabet are covered systematically over the year. Children are learning new vocabulary in all discussions and activities because staff introduce new words, speak clearly and explain well. Children enjoy looking at books. They hold them correctly, turn the pages with care and know that the pictures tell the story as well as the text.

Children recognise numbers through discussion and through playing number games. They count aloud confidently and accurately when playing games such as 'Five Speckled Frogs'. They detached frogs from a glove and eagerly answered questions such as 'one frog has jumped in the pond - how many are left now?'. Children play fishing games with magnets and they count their fish, then count again when they catch another. Planning documents show that children have ample opportunity for learning about shape, size and quantity. Their understanding of these concepts is supported well by staff in everyday discussions. Children use technology to support their learning. They are familiar with a digital camera which is often used in the nursery to record special moments for parents to share. Children explore textures and the properties of a good range of natural and man-made materials. Staff share their languages and knowledge of a range of customs and festivities with the children. Children learn to understand and accept diversity through these activities.

The development of children's creativity is a strength in the nursery's provision. Attractive displays of art work around the rooms show that children's work is respected and not 'adjusted' by adults. They use materials such as fabric, card, waste materials, paint and rollers with curiosity and enthusiasm. Role play is well

supported in the setting. Children access their resources easily and they invent imaginary scenarios in their play. Children benefit from being observed and their progress noted by their key workers. Staff have developed tracker sheets which help them to identify areas that have not been covered well in the programme or which children may need to revisit. This observation and record keeping method supports children's progress well because any gaps in their learning are identified and addressed in future planning.

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

The provision is good.

All children are making good progress in their learning because each child is given individual attention and support by staff. Their progress is noted by their keyworker who compiles a 'Journey Book' to share with their parents. Plans show that activities are adjusted to enable all children to join in. The manager takes responsibility for any children who have specific learning difficulties. She has attended relevant training courses to underpin her work. Children with learning difficulties are supported very well by a learning support assistant who attends the setting 3 times a week. Makaton signing is used in the setting to ensure that all children can communicate and join in all activities. Staff work closely with parents to set targets which are frequently reviewed and amended.

Children are learning to take turns and to respect the needs and feelings of others. Their behaviour is managed well by the staff who are patient and calm and there is a pleasant, lively atmosphere in the nursery. Toddlers in particular are managed well as they have strong views about their own requirements. They are praised for being helpful, distracted successfully if mischievous and comforted if upset. Older children are asked positive questions such as 'How can we make her/him happy?'. Staff ask questions like this to put the emphasis on positive ways forward rather than dwelling on negative actions. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff invite parents to participate through sharing their skills in the nursery. Parents are well informed about forthcoming events, menu's and daily routines through discussions with staff, newsletters and via the notice board near the entrance. Staff make parents welcome in the nursery. They make all policies and procedure documents available for parents and they are ready to share children's 'Journey Books' at any time. Behaviour management issues are discussed with parents and all of the adults work together well to find ways to overcome any problems that children experience both at nursery and at home. The partnership between parents and the staff contributes to continuity of care for the children.

### **Organisation**

The organisation is good.

The manager ensures that all members of staff are checked for their suitability to

work with children at the time of their employment. Induction for new staff enables them to gain an understanding of the policies, procedures and daily routines in the nursery before they take responsibility for the children's care. Staff are employed on the understanding that they will be active in their professional development. Staff are actively encouraged to attend ongoing training. The manager and deputy are qualified to level 3 and more than 50% of staff are appropriately qualified. All records required by regulation are correctly maintained and readily available for inspection. Effective forward planning ensures that there are always sufficient staff working with the children. A bank of vetted and qualified staff are available to cover staff holidays or sick leave. The manager conducts risk assessments to ensure that children are cared for in clean, safe surroundings. She ensures that the setting and most of the resources are in good condition. She is active in her pursuit of her own training in relation to the care and inclusion of children with learning difficulties.

Leadership and management are good. The manager spends a large part of each day working beside her staff so that she is fully aware of the standards of care and education provided for the children. She sets aside a useful period of free time for each key worker to enable them to update children's 'Journey Books'. Most of these records are up to date forming a useful source of reference for future planning. Planning has been the subject of much change and improvement over the last year. All staff can bring their ideas to staff meetings having evaluated the success of past activities and having identified areas where children need more support to ensure their continuing progress. The manager oversees planning and teaching to ensure that all six areas of learning are covered in the curriculum. Grouping and organisation are effective overall. The setting meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection 3 actions were made in connection with the educational provision at the nursery. The manager agreed to increase staff knowledge of the foundation stage of children's learning. Several staff have attended training which has enabled them to improve the quality of their teaching and help children make better progress in their learning. The manager agreed to improve the partnership with parents and carers. Parents are now invited to share their child's 'Journey Book' which is record of their achievements complete with photographic evidence. Newsletters and other printed information is made available to parents so that they know about forthcoming activities and can support and extend children's learning at home. The manager agreed to monitor the quality of teaching in the nursery. She now conducts appraisals of staff and their work and this helps to identify areas for further training and development.

There were 3 recommendations for improvement made at the last care inspection. The setting agreed to ensure that children's toilet facilities afford them dignity and privacy. Doors have now been fitted to some of the toilets so that children can enjoy privacy if they wish. The setting agreed to ask parents to sign accident records to show that they are aware of any accidents that happened to the children during the nursery day. Records show that parents sign all accident records. They are fully informed and this helps to keep the children safe. Staff agreed to improve the

grouping for story time. Children sometimes listen well and enjoy stories but there are a few occasions when grouping is not entirely successful and some children are distracted and lose interest in the matter in hand. This is an area for further development

### **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 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**

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 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):

- maintain an appropriate temperature in the children's rooms 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):

- place greater emphasis on developing children's independence at mealtimes
- improve grouping and the organisation of the room for indoor sport and story time so that the children can listen attentively and take full part in these activities.

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)