



## **Billets Corner Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY280017
<b>Inspection date</b>	20 January 2006
<b>Inspector</b>	Maxine Rose
<b>Setting Address</b>	ADJ-Sainsbury's Low Hall Store, 11 Walthamstow Avenue, London, E4 8ST
<b>Telephone number</b>	0208 523 3823
<b>E-mail</b>	
<b>Registered person</b>	Bright Horizons Family Solutions Ltd
<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 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?

Billets Corner Day Nursery was opened in 1994 by the previous proprietors, Nurseryworks. In 2003 the nursery changed management and are now registered with the Bright Horizons organisation. The setting is situated in the Sainsbury shopping complex in the Chingford area of the London Borough of Waltham Forest. The nursery operates from a purpose built building with three group rooms and a secure outdoor play area.

The nursery is registered to provide care for a maximum of 45 children aged under 5 years at any one time. The nursery is open from 07:00 - 19:00 Monday to Friday and 07:00 - 17:00. The Saturday opening is only available to Sainsbury employees.

There are no children attending with special educational needs and no children who speak English as an additional language.

The nursery employs 8 staff and all of the staff including the manager hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are developing an awareness of practical ways to maintain good health. All children are learning to take responsibility for their own personal hygiene by washing their hands before meal times and after using the toilet. Older children also help to maintain a clean environment by taking part in routine tasks such as clearing plates and wiping tables. The children receive useful information about maintaining healthy lifestyles through eating a balanced diet. At meal times the children make healthy food choices from a selection of fresh sandwiches, milk, water, juice, fruit and vegetables. Children receive useful information about healthy living through a good selection of reading material that promotes the value of foods and teeth care.

The children enjoy the benefits of an outdoor play area and the many physical challenges this presents for them. They make good use of the space and climbing apparatus to develop their skills in balancing, walking, running, crawling, squatting, rolling, stretching, jumping, pulling and sliding. They enjoy being out in the fresh air and develop a sense of well being as they strengthen their bodies and develop their physical skills.

In an emergency situation the children are helped to make a full recovery as most staff are suitably trained in first aid. There are clear procedures for the recording of medication however on occasions written consent is not sought before giving medication.

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

The provision is good.

Children are cared for in an environment which is well maintained, bright with attractive displays of children's work. Indoors the children move safely around the setting to undertake a range of worthwhile activities this is made possible by the good organisation of furniture and resources. The children select good quality well maintained resources such as books, construction sets and creative materials from tables and shelves that are positioned at low levels to enable easy access for them.

The staff have good knowledge and understanding of ways to ensure children's safety. Children are kept safe by the good deployment of staff who are vigilant at supervising the children's activities. Children are made aware of areas that are not safe to play, by secure boundaries such as stair gates and socket covers. Other safety measures include risk assessments, smoke alarms to safeguard children's welfare. Children are further safeguarded from harm by the groups child protection procedures and the staffs sound knowledge and understanding in this area.

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

The provision is good.

Children take part in a broad range of stimulating activities throughout the day. They have fun exploring a range of sensory equipment and move imaginatively to rhythmical sounds. Children under three years are building strong and trusting relationships with the staff. The children show an interest in activities. They are active participants in group activities such as story times and are learning to share and take turns with resources. On occasions the grouping of children does not ensure their needs are fully met.

Almost all staff have a good awareness of the Birth to three matters framework and implement this effectively to improve children's achievements. Children have good opportunities for one to one care. The staff are attentive to the children's needs and warmly praise their efforts: the children feel valued and settle well. Children gain worthwhile first hand experience when feeding themselves and making cakes. Children are keen to communicate their feelings and needs to the staff. They show confidence when singing in familiar groups and gain independence when choosing resources.

#### **Nursery Education:**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage. Curriculum plans provide effective and realistic challenges for the children. The activities are prepared well to attract children's attention and are supported by appropriate resources that make learning fun and help children make progress in all areas of learning. The staff observe and record the children's progress but this is not always evaluated effectively or clearly linked to plans for the next stage of learning. The staff know the children well and use suitable teaching methods to promote children's learning in all areas.

Children are confident and keen to learn. This is promoted by staff's friendly approach and warm appraisal of the children's efforts. The children have formed meaningful relationships with the staff and one another. The children work very well in groups and show consideration to others as they share and take turns with cooking utensils and building blocks.

Older children develop personal independence as they practise washing their hands before meals and fastening their aprons during before taking part in painting activities. The children communicate clearly during discussion time to share their experiences about home life and to ask questions. This helps them develop their

language and thinking skills as well as confidence and independence. Older children show an interest in writing for a variety of purposes they write their names well making appropriate use of lower and upper case letters. Younger children enjoy using a range of tools when mark making such as felt, pencils and crayons.

There is good emphasis on developing children awareness of their religion and cultural values of others. The children take part in festivities such as Christmas and the Chinese New Year and make good use of books, dolls and places in the locality which promote different cultures in positive ways. The children select from a variety of creative resources to express their ideas. They use their imagination to demonstrate their sense of the world around them, when making models from recycled materials, drawing with crayons and exploring colour through painting. The children proudly display their work which shows the variety of resources and methods used by them, such as collage, models and free painting.

Children are gaining confidence when using mathematical language in practical situations for instance when describing how many eggs used in the cake mixture and how many left. They count to ten and beyond use numbers well to solve simple problems in their every day activities such as when weighing ingredients for fairy cakes.

Children's gross and fine motor skills are extended and supported with good access to outside play opportunities, use of music and movement, access to a variety of tools such as scissors and pencils. The children have a growing awareness of changes in their environment and animals they use that inform them of seasonal changes and talk about caterpillars changing into butterflies. They have good opportunities to investigate and explore the uses of programmable toys such as computers, keyboards and telephones.

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

The provision is good.

The children's personal needs such as their dietary, sleeping and eating patterns are given high regard and this makes them feel valued and respected. Children take part in festivities, taste cultural dishes and have access to a good range of play materials that promotes diversity in positive ways such as books, welcome posters, dressing up clothes, role play equipment and celebrating the Chinese New Year. All children are actively encouraged to take part in the full range of activities.

The group have effective arrangements to care for children with special educational needs although none currently attend. Children's behaviour is good. The staff are consistent with setting clear boundaries for how children should behave: the children receive clear explanations for how to behave well and work in groups where they have the chance to practise sharing and turn taking. During meal times children show a willingness to cooperate with the staff as they volunteer to take part in routine tasks such as clearing the plates away.

Partnership with parents and carers is good. Children's learning experiences are greatly enhanced by the effective communication with parents. There is a wide range

of useful information available to the parents they include newsletters, handbooks, daily routines, information about curriculum planning and children's profiles. There are good opportunities at the beginning and the end of the day for parents to exchange information with the staff about their children's progress this helps to maintain an effective partnership where children receive support consistent with their needs. The setting fosters children spiritual, moral, social and cultural development well.

## **Organisation**

The organisation is good.

The staff have a good understanding of the National Standards for Day Care. They are suitably qualified and experienced in child care. Children's play opportunities are improved by the good organisation of the space, furniture and resources. There are comprehensive policies and procedures in place which are clearly presented and help to promote the children's welfare for example the settling in procedures combined with the key worker system. The staff maintain good systems for exchanging information with parents about their children's individual needs this helps to ensure consistency in the children's routine, individual care and development.

Leadership and management is good. The provider has high expectations for providing a high quality educational provision to funded children. The team work together to plan for children's learning and also to monitor and assess their progress. They provide a balanced programme of interesting and challenging experiences for the children. At times assessments lack detail and plans for supporting children to the next stage of learning are limited.

Staff have attended training and have good knowledge of the Foundation Stage curriculum. Effective arrangements ensure staff are fully aware of their roles and responsibilities and can improve and develop their skills, for example training opportunities and appraisals. Overall the needs of all the children who attend are met.

## **Improvements since the last inspection**

Not applicable. This is the provider's first inspection.

## **Complaints since the last inspection**

There are no complaints made to Ofsted 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.

## **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):

- ensure activities are suitably matched to the needs of children under three years when they are grouped with older children.
- ensure written consent is obtained from parents at all times before administering medication to 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):

- ensure assessments are used effectively, evaluate what has been learnt about children's achievements and plan for the next stage of their 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](http://www.ofsted.gov.uk)