



## **Sugar Plum Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	140463
<b>Inspection date</b>	16 February 2006
<b>Inspector</b>	Gabrielle Pollock
<b>Setting Address</b>	255 West Green Road, Tottenham, N15 5EG
<b>Telephone number</b>	020 8800 7560
<b>E-mail</b>	
<b>Registered person</b>	Sugar Plum Nursery
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Sugar Plum Day Nursery is run by the Sugar Plum Nursery organisation, which is managed by a committee. It registered in 1998 and operates from the ground floor of a church with access to the main hall, kitchen, office and toilet areas for staff and children. There is a small semi-enclosed area to the side of the hall available for outside play.

The nursery opens Monday to Thursday from 08:00 to 18:00 and Fridays from 08:00

to 15:00, 50 weeks of the year.

There are currently 18 children aged from 2 to under 5 years on roll, including 7 funded 3-year-olds and 1 funded 4-year-old. The setting currently supports children for whom English is an additional language.

There are five full time and one part time staff members including the manager work with the children, all of whom hold early years qualifications. One member of staff is working towards NVQ level 3. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a satisfactorily clean environment, they follow good personal hygiene routines which helps to prevent the spread of infection and some of the older children independently wash their hands before eating their snack at lunch-time or after doing a sticking activity. Children know to brush their teeth after the mid-day meal to keep their teeth clean, however staff do not engage children in discussions about healthy eating and the effect it has on their bodies.

Children's health is promoted as staff have relevant first aid training and are aware of procedures to follow should a child become ill in their care, details of their individual health needs are readily available in the event of an emergency.

Children benefit from generally healthy snacks and meals that comply with their dietary requirements. Water however is not readily available to children throughout the day.

Children enjoy play opportunities and experiences that promote their physical well being and development. They ride bikes, climb on and crawl through play equipment skilfully. Children use tools and equipment such as rolling pins or do threading to further develop fine physical skills. All children are able to be active or have quiet times according to their needs.

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

The provision is satisfactory.

Children learn to take responsibility for keeping themselves safe and learn about potential dangers as staff explain safe practices to children. Implementation of informal risk assessments and removal of hazards, further ensures children's safety.

Children move safely and confidently around their environment, making some choices about their play. Space is appropriately organised to allow children opportunities to be active, take part in table top and floor activities and to enjoy opportunities to relax and share books in the book corner.

Children access an adequate, developmentally appropriate range of play equipment and resources, some of which is presented at a low level in labelled boxes. The learning environment is generally stimulating to both children and adults.

Staff have a satisfactory understanding of child protection issues and are aware of procedures to follow should they be concerned about a child in their care.

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

The provision is satisfactory.

Children enjoy their time at the nursery and are familiar with the routine. Staff greet and welcome the parents and children. Children arrive happy and confident and quickly settle, making their own choices about their play and are eager to self register by putting their name on the board. Caring relationships between staff and children help younger children who are upset to settle and become familiar with their surroundings. Children are interested in activities set out, children are progressing because staff use their understanding of children's development, to provide satisfactory quality care and learning experiences. Staff know children well and talk to them about what they are doing and praise them for their efforts. This interaction, and the implementation of a key worker systems helps to develop relationships between children and staff, developing a sense of trust.

Children enjoy opportunities to express imagination through role-play or when sticking with tissue paper and experience a range of media and materials encouraging some exploration, for example through playing with play dough or painting. Staff know the children well and how they are progressing and plan according to children's interests and topics such as shapes and colours or plants and animals, however children's individual needs and development is not planned for and so at times some children become bored as the activities are not sufficiently stimulating or challenging.

Children develop early communication skills as they are free to express their views and opinions to staff and their peers during activities and at circle time. They represent their own ideas, for example through role-play in the home corner or when dressing up.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff's basic knowledge of the foundation stage impacts on the quality of teaching. Children make satisfactory progress because staff have an understanding of how children learn and know the children in their care well. Staffs' observations of the children and how they are developing is quite sporadic and the individual observations and assessments do not inform planning. The activity plans although they are evaluated do not inform the next steps for children's individual learning. This could impact on children's progress and learning.

Children's attitude towards learning is good. They are able to concentrate at self-chosen, group led activities, and they persevere until finished. They are confident

writers and many are able to write their own name and sound out many letters.

Children learn about other cultures through books and celebrating festivals such as Diwali or Christmas, however there are missed opportunities to further develop children's knowledge and understanding of the world, particularly in design and making skills, information and technology and a sense of time.

Children count confidently and understand one to one correspondence. However staff do not develop children's awareness of comparisons of numbers; addition and subtraction during everyday activities, which restricts children's learning.

Children talk freely about what activity they are doing. They interact well with each other; they negotiate roles when in the home corner and wait patiently for their turn when playing a skittle game. They show concern for one another for example suggesting to sit down when one of them had a stomach-ache and praise one another for their efforts. They sit together and enjoy sharing a book.

The nursery routine provides children with opportunities to engage in physical activities and explore creativity using a media such as sand, glue and paint.

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

The provision is satisfactory.

Children have good levels of confidence and value themselves and one another, for example they recognise and praise the achievements of others. Children are learning about diversity through positive play materials that are provided as well as pictures and displays which reflect the society we live in and other people from around the world. This helps children to understand and value the similarities and differences between themselves and others. They show respect for their peers for example by saying please when sharing play materials. Children with special needs or English as an additional language are welcome and a positive inclusive environment is encouraged through staff reading stories or signing songs in different languages and where children can play alongside their peers.

Children behave well as staff are positive role models. They learn to negotiate, take turns and share play materials. They are learning right from wrong as staff discuss inappropriate behaviour with them. Children's spiritual, moral, social and cultural development is fostered.

Generally the needs of all children who attend are met, as staff exchange information with parents of children's activities and care, through daily discussions twice yearly meetings and written reports. Relationships with parents are friendly and they are welcomed into the group for sports day or on trips. Some policies for the group are displayed and others are kept in a file that are shared with parents. This contributes to consistencies in the children's care. On the day of inspection parents expressed how happy they were with the service provided. The partnership with parents of children who receive nursery education is satisfactory. Children's progress is monitored by staff, however, parents are not given the opportunity to be involved in their children's assessments or receive information about their next steps for

development, which affects opportunities for them to fully contribute to their child's learning.

## **Organisation**

The organisation is satisfactory.

The registered person uses adequate recruitment procedures which ensure that staff working with the children are appropriately qualified and vetted. However the setting have not notified the regulating body of committee member changes, this is a breach of regulation but the impact on children is limited.

Staff are generally deployed appropriately and correct ratios are implemented, which allows staff time to spend sitting and talking to smaller groups of children.

Most records are in place and confidentially maintained. Although complaints are logged, the record does not contain all necessary detail in line with current legislation, which has an impact on children's welfare.

Leadership and management is satisfactory. Management use staff meetings and general discussions to monitor the curriculum and the impact on children's progress. Staff have access to training through the local authority to update their knowledge of childcare practices. The management are currently aware of the areas that need improvement.

## **Improvements since the last inspection**

At the last Children Act inspection the group were asked to ensure that a procedure for lost and uncollected children is in place; to develop knowledge and understanding of responsibility for notifying Ofsted of serious injury, death and infectious, communicable diseases and of how to put child protection procedures into practice; to make sure that premises are secure and that a suitable range of activities are provided. A policy for lost and uncollected children has been devised; the provision are aware of their responsibility in notifying Ofsted of infectious diseases and serious injury and the door is closely monitored by staff. Staff have undertaken child protection training; a new procedure has been devised and a named designated person for child protection issues is in place. Planning is undertaken by all staff and incorporates each area of development. By addressing these issues the provision have improved children's safety and learning.

The previous nursery education inspection recommended that the group develop staff knowledge and procedures of behaviour management strategies; Increase opportunities for children to develop their whole body movement and to develop observations, assessments and planning systems. Staff have devised and implemented new strategies of managing children's behaviour such as smaller groups and implementing a sticker system. Improved planning has ensured that children have more opportunities to develop their whole body awareness through physical exercise and trips to the park. Staff have undertaken training in observations, assessments and planning and a new system has been devised that all

staff will be implementing shortly.

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

Since April 2004 Ofsted has received two complaints relating to;

National Standard 1: Suitable Person and National Standard 11: Behaviour management that physical punishments, or threat of them, are not used and that all incidents are recorded. Ofsted investigated this concern by carrying out an unannounced visit to the provider with a social worker to discuss the allegations. No evidence was provided which substantiated the allegation. The incident book was not available for inspection and a record had not been made of the complaint. Ofsted made a recommendation in relation to this. These concerns relate to National Standard 6: Safety of the premises and National Standard 12: Working in partnership with parents and how complaints are dealt with in the setting. Ofsted made a recommendation in relation to this.

National Standard 1: Suitable Person: relating to the suitability of a staff member. The provider complied with an initial investigation by Ofsted, the Police and the Social Services Department. Ofsted investigated this concern by carrying out an unannounced visit to the provision to assess written child protection policies and the staff's knowledge of how to implement these in practice. Compliance notices were sent in relation to developing clear written child protection procedures which staff understand and will implement in practice and to notify Ofsted of significant events. Ofsted is satisfied that by addressing these concerns the provider continues to meet the National Standards. The provider remains qualified for 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 satisfactory. 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 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):

- improve the range of activities available to children to meet all individual needs, for example by using the Birth to three framework
- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters
- keep a record of complaints relating to the national standards and any action taken and complete written documentation of medicines administered to children with parents signature on each entry

### **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):

- increase staff knowledge and understanding of the Curriculum guidance for the foundation stage to improve quality of teaching and planning for all areas of development
- improve the observation and assessment systems, to ensure they inform planning and the evaluation of activities identify the next steps for individual learning.
- develop children's ability to explore and investigate in knowledge and understanding of the world

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)