



Griffon Day Nursery Limited

Inspection report for early years provision

Unique Reference Number	204135
Inspection date	16 February 2006
Inspector	Cheryl Langley
Setting Address	Latton Bush Centre, Southern Way, HARLOW, Essex, CM18 7BL
Telephone number	01279 454179
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Registered person	Griffon Day Nursery Ltd
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 good.

WHAT SORT OF SETTING IS IT?

Griffon Day Nursery opened in 1990. It operates from rooms within a self-contained unit in Latton Bush Business Centre, Harlow. The nursery serves the local and surrounding areas.

There are currently 45 children from birth to 8 years on roll. This includes 19 funded children. Children attend for a variety of sessions. The setting welcomes children with special needs or who speak English as an additional language

The group opens five days a week all year round, except for one week at Easter and two weeks at Christmas. Sessions are from 08:00 to 18:00, Monday to Friday.

Ten staff work with the children. Over half of the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards an enhanced early years qualification. The setting is a member of the Pre-School Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy activities which contribute to their good health. There are daily opportunities to enjoy play both indoors and outdoors which helps them to develop their physical skills and co-ordination. For example, they use small and large slides, ride wheeled toys and kick and throw balls in the outside play area. Inside they cut, paste, paint and stick different materials to create large pictures to put on display throughout the nursery, they become adept at cutting with scissors to separate play dough, manipulate cornflour using their hands and different utensils and have fun pressing, pushing and banging a variety of musical instruments.

Children learn about the importance of personal hygiene through the daily routines and discussion. They wash their hands before eating snacks and meals, after messy play and after they have been to the toilet. Children take part in routines to help tidy up. They prepare themselves for arts and craft activities, putting on their aprons and afterwards they wash their hands independently. Children are protected from infection because the practitioners are well informed about children's health care matters. All the necessary documentation regarding written consents, policies and procedures are in place. Children are cared for in a warm, clean environment where staff follow suitable hygiene routines to prevent the spread of infection.

Children are beginning to learn the benefit of a healthy diet. In the baby unit they help themselves to drinks at any time. Children enjoy healthy and nutritious snacks which include fresh fruit and vegetables. Specific dietary requirements are respected by staff, who ensure all foods comply with children's individual dietary needs, so that children remain healthy. Parents have the choice of providing a packed lunch or purchasing a cooked meal to meet their child's dietary needs.

Children have the opportunity to be active or rest according to their needs. The daily routine is planned around each individual child and organisation of the rooms offer space and appropriate areas for quiet activities, rest and sleep. Procedures are in place to help staff act in the children's best interests should an accident or serious illness occur. For example, parents complete a comprehensive range of documentation that permit staff to act quickly if children become ill or if there is a medical emergency. Most of the staff have a current first aid qualification.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is a priority. Rooms and equipment are organised so that they can move around freely to play and access resources with the minimal risk of injury. Security systems include effective procedures. For example, risk assessments are carried out to ensure the premises are safe and free of hazards and staff are deployed to supervise the children at all times. Children are kept free from hazards on outings because practitioners comply with health and safety requirements and maintain high ratios of staff to children.

Children use a varied range of safe developmentally appropriate resources. They learn to take responsibility for keeping themselves safe through the sensitive reminders given by staff and discussion during their daily routine and play. For example, staff explain safe practices, such as why children need to take turns on large play equipment and not to move around whilst they are eating to avoid choking on food. Children practise the fire drill regularly and know why they must leave the building quickly to keep themselves free from harm in the event of a fire.

Children's welfare is effectively safeguarded. Staff have a clear understanding of child protection issues through the induction process and regular staff meetings. The required documentation, should they need to deal with any concerns, is kept to hand.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in a supportive and caring environment. They have fun at the nursery and take part in a broad range of interesting and stimulating activities. The staff are enthusiastic and enjoy being with the children and joining in with their play. Their zeal and sense of fun creates a pleasurable and enjoyable atmosphere in which the children play and learn.

All children acquire new knowledge and skills. They respond to challenges because staff show an interest in what they do, talk and listen to them and ask questions to make them think. For example, some children are able to recognise colours as they choose red, green or yellow from pictures on the tablecloth or when they mix paint. Through effective interaction with staff they begin to learn about words and meaning through stories, rhymes and songs. Children learn the days of the week and recite the months of the year. They are beginning to understand that print carries meaning as they see labels around the room on their paintings and pictures. They become confident using tools and technology: children use different tools to cut play dough or use play drills to connect construction toys. Children develop their hand and eye co-ordination using paint brushes, throwing balls or balancing bricks. Staff understand and meet all children's needs well because they have an understanding of their different stages of development. However, the 'Birth to 3 matters' framework is not used in planning or for assessment for the under three years age group.

Nursery Education

The quality of teaching and learning is good.

Children are progressing well. They are supported by staff that have an understanding of how children learn. Plans cover all six areas of learning and there is an observation and assessment system in place. However, these records lack the required detail to monitor the children's progress through all of the stepping stones and they are not always used effectively to determine the next steps for the individual child's learning. The level of challenge provided by the range of activities and adult interaction is sufficient to interest all of the children.

Children are involved in their play. They respond to what they see, smell and touch as they explore cornflour, soapy water, shredded paper, damp sand and spaghetti. Children enjoy singing favourite songs and joining in with appropriate actions. They practise their mark making skills as they create Valentines cards or label their own drawings. Children are developing an understanding of sounds and letters as they write over the letters of their name and sound them out. More able children are beginning to write recognisable letters of their names independently. Children listen attentively at story time and enthusiastically join in with the narrative and actions. They enjoy looking at books on their own or sharing them with friends. Their vocabulary is extended as they use different words to describe what they see or to explain their experiences and feelings.

Children develop simple counting and calculation skills as they participate during songs, nursery rhymes, planned activities and daily routines. For example, they count the spoons needed for themselves and peers to experiment with corn flour or count models of teddy bears up to 10 and beyond. They become aware of space and size as they construct with large building blocks and make their own seats to sit on. Creating shape mobiles increases their knowledge of mathematical language, brightly coloured semi-circles, rectangles, ovals and diamonds hang from the nursery ceilings. They compare the size of their shapes to develop an understanding of 'big' and 'little'.

Children explore changes as they monitor plants growing or sing songs and create pictures of the life cycle of a butterfly. They build and construct using different types of equipment for activities inside and outside. Children develop a sense of place through topics and activities about themselves and their local community. They find out about the wider world. Children confidently call out when they hear sounds they recognise on the tape-recorder, responding to various animal noises, aeroplanes, helicopters and a mobile phone ringing. The children enjoy celebrating Chinese New Year and Christmas. They move all parts of their bodies as they climb, balance and go through, over and under apparatus inside and outside. They enjoy regular music and movement sessions. Children's hand-eye co-ordination and fine motor skills are developed using a range of craft, mark making equipment, toys and puzzles. Children enjoy glueing to create decorative fish and starfish or make musical shakers with different types of beans.

Helping children make a positive contribution

The provision is good.

Children benefit from a meaningful range of activities and resources to promote a

positive view of the wider world and increase children's awareness of diversity. The babies and toddlers enjoy painting pictures of food from around the world to put on display for their food topic. Older children have fun dressing up to celebrate Halloween.

All children receive a warm welcome and take part in the full range of activities. Children work harmoniously together as they share and take turns. They behave well and are learning right from wrong, due to positive role models and the staff's ability to manage behaviour effectively. For example, they offer lots of praise and encouragement and value children's achievements. Children develop respect for others because the sensitive staff encourage children to understand that their behaviour may have an impact on others. All children are developing a sense of belonging through positive relationships between staff. They encourage children to talk about their feelings at circle time or general discussion during play.

Confidence and independence are promoted as they help to collect chairs for themselves and their peers to sit at the table at meal times, or help to tidy up. Children are beginning to develop care and concern for others and help their friends without adult intervention. They benefit from appropriate support from staff who know the children and their care routines well. They work closely with parents to establish their needs. Parents with children in the baby unit receive a daily diary to keep them informed of their routine and achievements.

The quality of the partnership with parents and carers is good.

All children benefit from the staff's endeavour to create a positive partnership with parents. This starts at the initial enquiry with the information provided about the nursery and a good settling in procedure. All families are made to feel valued and included. Parents receive details about the provision, including the six areas of learning which are set out in the parent pack. They are informed about current topics, through the regular newsletter and notice board. Parents are invited to talk to staff whenever they wish and receive a six monthly report to share their children's progress and achievements. They have the opportunity to exchange information about their children on a daily basis with the experienced and friendly staff. The views and opinions of parents are sought to ensure they and their children's needs are being met. The staff have received complimentary and positive feedback from parents about the care their children receive. The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children benefit from the thorough recruitment, vetting and induction procedures which ensure they are cared for by staff who are suitable to work with children. Over half the staff have early years qualifications and the action plan includes additional training, such as first aid qualifications for all members of staff. Policies and procedures are in place to support the running of the nursery and to keep children healthy and safeguard their welfare. Children enjoy a combination of whole group times, for example, when they share meals and stories and also benefit from learning

in small groups with their keyworker. Throughout the session they take part in a range of planned activities and free play to ensure they gain from a variety of experiences. Children are stimulated and challenged. Overall, the provision meets the needs of the children.

The quality of leadership and management of the nursery education is satisfactory.

The directors and staff have an informal appraisal system in place to evaluate their strengths and training needs. The curriculum is monitored and evaluated regularly. All staff work together to plan activities and play for children to learn and make progress through the Foundation Stage.

The directors and the staff team work effectively to ensure the children are well supported. They have developed positive working relationships and are committed to promoting an inclusive environment in which every child matters.

Improvements since the last inspection

At the last inspection and subsequent visits, the Griffon Day Nursery staff agreed to a number of recommendations to improve both the care and nursery education of the children.

Documentation has been amended and implemented to set out procedures and policies to support the care and safety of the children. Appropriate staff ratios are maintained at all times and rotas have been revised to ensure that staff numbers are at a high level at all times of the day. Parents are provided with regular progress reports so that they can monitor their children's progress and registration systems are in place so that they are aware of which adults are responsible for their child's care.

Planning for nursery education covers the six areas of learning and activities are varied and balanced to include learning in all these areas. Observations and assessments are recorded to monitor children's progress and this information is used to write the children's reports which are shared with parents. The outdoor area is being developed to provide greater challenges for the children.

Complaints since the last inspection

Concerns were raised in relation to Standard 2 (Organisation), Standard 4 (Physical Environment) and Standard 6 (Safety). Ofsted carried out an unannounced inspection on 24 November 2005. No evidence was found to substantiate a breach of Standards 4 and 6. However there was evidence to substantiate a breach of Standard 2 and three actions were given as follows: Standard 2 - Ensure ratios are met at all times. Standard 2 - Ensure that suitable contingency arrangements are in place to cover emergencies and unexpected staff absences - sufficient suitable staff to cover staff breaks holidays and time spent with parents. Standard 2 - Ensure that the registration system clearly shows which staff are caring for which children at all times. The provider responded satisfactorily to the actions given by 25 November 2005.

Ofsted received a complaint which raised concerns in respect of National Standards 2 (Organisation), 3 (Care, Learning and Play), 4 (Physical Environment), 6 (Safety), 7 (Health) and 11 (Behaviour Management). Ofsted conducted an unannounced visit to the provision on 30 September 2005. No evidence was found to substantiate the concerns under Standards 3, 4, 7 and 11. The provider was however given an action under Standard 2 to ensure that the registration system clearly shows which staff are caring for which children at all times, and a recommendation under Standard 6 to minimise hazards to children inside and ensure that all staff are aware of this. The provider responded satisfactorily to the action on 15 December 2005.

Ofsted received information which related to safety and supervision issues: Standard 6 (Safety), deployment of appropriate numbers of staff: Standard 2 (Organisation), and partnership with parents and the lack of progress records provided: Standard 12 (Partnership with parents). Ofsted carried out an unannounced visit on 13 December 2004. From evidence gathered it was concluded that there are systems in place to work with parents and that the provider has procedures regarding issuing of children's reports. Where potential problems may be encountered the provider has already addressed those concerns internally. The evidence showed that the provider is working within the requirements of their registration and the National Standards with regard to levels of qualified staff but that there is a lack of procedure to notify Ofsted of changes to staff. The registration system was identified as lacking detail. Ofsted raised one action under Standard 14 and one recommendation under Standard 2. The provider remains qualified for registration.

A concern was raised by a parent on the 3 June 2004 regarding the staff's attitude towards fathers and the lack of information provided about their child's progress. Ofsted investigated the concerns above by conducting a visit. The provision was given three recommendations under National Standard 12 (Working in Partnership with Parents). Compliance with the National Standards is checked at every future 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.

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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):

- develop the plans and activities provided in line with the aspects and approach described in the DfES publication 'Birth to three matters' framework to help children's development in their earliest years.

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):

- develop the observation and assessment records to ensure they are clearly linked to all aspects of the stepping stones and are used to inform planning for the next step in each individual child's 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