



## Crystal Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	137226
<b>Inspection date</b>	06 February 2006
<b>Inspector</b>	Elizabeth Anne Coffey
<b>Setting Address</b>	202 Venner Road, Sydenham, London, SE26 5HT
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<b>Registered person</b>	Crystal Childcare Limited
<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?

Crystal Day Nursery opened in 1988. It is one of three nurseries run by Crystal Childcare Ltd. It operates from three play areas, located on the ground floor and first floor, within a converted house in Sydenham, in the London Borough of Bromley. Children have access to a secure enclosed outdoor play area.

There are currently 36 children on roll. This includes 13 funded 3 and 4 year olds. Children attend for a variety of sessions. The setting supports children with special

needs and children with English as an additional language. The nursery serves the local area.

The nursery is open Monday to Friday from 08:00 to 18:00 hours for 50 weeks a year.

The nursery employs eight childcare staff. Five of the staff, including the manager, hold an appropriate early years qualification. Two members of staff are currently working towards a recognised early years qualification. The nursery employs a cook and a cleaner. There is also a dance tutor employed for one session per week during term-time. The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn the importance of good personal hygiene through daily routines that are encouraged by staff. They learn that washing their hands helps prevent the spread of infection and that they need to use and dispose of tissues properly when blowing their nose. All children have daily opportunities for outdoor play. They get plenty of fresh air and develop their co-ordination and keep fit as they climb, slide, pedal and run about in the outdoor play area. Children learn that regular exercise is part of a healthy lifestyle and are beginning to recognise the changes in their bodies that take place after physical play.

Babies and toddlers develop their co-ordination as they handle toys and equipment with increasing control and dexterity. Babies push, pull and roll balls, stacking toys and foam and wooden blocks. Toddlers and young children fit puzzle pieces and building bricks together and enjoy dressing and undressing dolls and action figures which helps increase their manipulative skills. Older children confidently use a range of small equipment including knives and forks to eat their lunch and manoeuvre the computer mouse with skill and control.

Mealtimes are relaxed social occasions where children are offered a choice of freshly prepared meals. This encourages children to develop healthy eating habits. During the day they also have access to drinking water and snacks such as dried fruits. Babies and young children are given bottles and prepared feeds in line with their home routine. Staff develop warm caring relationships with babies as they hold them whilst they are being bottle fed and sit on the settee or on floor with them. Daily records are maintained of all children's food and drink intake and are shared with parents.

Children who are infectious do not attend thus preventing the spread of contagious ailments. Parents give prior written consent to administer medication which ensures that children receive the correct dosage according to their needs. Three staff hold current first aid certificates and there are plans in place to ensure that all staff have first aid training. Parental permission for emergency medical treatment is held. This ensures children's welfare in the event of a serious accident where parents and

emergency contacts are not available.

The premises are maintained in a clean condition and tables, surfaces and floors are cleaned regularly. Staff wear gloves and aprons when changing nappies which helps to prevent cross infection. However, the arrangements for dealing with hand washing and disposal of waste materials in connection with nappy changing are poor. This increases the risk of cross infection and compromises children's health.

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

The provision is satisfactory.

Children benefit from playing in a well organised environment which allows them to move about and play safely. They have easy and safe access to a suitable range of toys and resources appropriate for their age. When children are cared for in mixed age groups, such as the beginning and end of the day, staff are proactive in ensuring that equipment and toys within their reach are suitable and safe for all the children. There are suitable systems in place to carry out risk assessments and appropriate action is taken to amend practice where risks are identified.

Children are closely supervised both indoors and outside. There are effective systems in place to monitor who comes into the building and for the safe arrival and departure of children. Staff are well deployed to ensure adequate supervision of all areas throughout the day. Children learn, through input from staff, how to keep themselves safe and the importance of behaving in a manner that does not endanger themselves or others. Staff have a good understanding of the signs and symptoms of abuse and know what action to take if there are concerns about a child in their care. This promotes the safety and welfare of children.

Toys and equipment used are safe and suitable and maintained in good condition. There are sufficient beds and cots to allow children to sleep in comfort and safety. There are sufficient child sized tables and chairs to allow children to play and eat in groups, except in the first floor playroom that has insufficient furniture. The children's handrail on the stairs to the first floor has also been fitted too high to ensure children's safety and ease of passage on the stairs. This compromises children's safety.

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

The provision is good.

Children enjoy being together, confident in their relationships with their carers and one another. Staff provide good levels of support and praise, which encourages children's sense of wellbeing and helps them feel secure. New children are well cared for, with staff ensuring that they know children's individual needs and routines through in-depth discussions with parents. Children are cared for in a nurturing environment where their key person plays an essential role in helping them respond to challenges and try out new experiences.

Children are encouraged to become skilful communicators, using language to share their thoughts, feelings and ideas. Staff encourage children to develop emerging vocabulary through every day discussions and routines. Children use repetitive words during simple songs and action rhymes and talk as a group with staff during circle time and at meal times. Staff have recently started to use the birth to three framework to ensure activities for children and babies under three are appropriately planned. Babies and toddlers enjoy experimenting with sounds such as banging on tins and shaking bottles with various liquids. They explore patterns, texture and shape through handling a range of utensils such as scoops, colanders and baskets. They develop self assurance as they try out new skills, such as walking along holding onto furniture or climbing in and out of the ball pool, with guidance and encouragement from staff.

### Nursery Education

Teaching and learning is good. Staff are enthusiastic, committed and supportive, providing children with good role models. Children enter the nursery happily and are eager to learn. They make independent choices and have developed good self care skills through everyday routines, such as putting on their own aprons before messy play and washing their hands. They play and work well together and readily take turns with popular resources. They eagerly help staff to tidy away the toys before snack time and to lay the table for lunch.

Children are confident when matching colours and shapes, and enjoy counting as part of daily activities. For example, they practise simple calculations as to how many placemats are needed at the lunch table. They use size language when describing the towers they have made with construction toys, for example, bigger, smaller, taller. Children begin to learn about weight and capacity by using containers to fill and empty water in the water tray. However, there are limited opportunities for older and more able children to extend their mathematical knowledge and skills through more planned challenging activities.

Children learn about the world around them through planned activities and themes. They are developing an awareness of diversity and equality through festival celebrations, food tasting and visits from people in the community. Children begin to develop a sense of time and can recall significant events that have happened to them, for example, a recent holiday. Children confidently use information and communication technology. There is a computer available for children's use that is very popular. Staff encourage all children to use this and learn how to operate simple programmes.

Children enjoy looking at books and confidently self select stories to read and follow. They carefully turn the pages and study the pictures and text, recognising that written print has meaning. There are regular opportunities for children to write and make marks because resources are readily available to them. Systems are in place to encourage children's recognition of their names, such as the use of name cards and the naming of children's individual trays where they store their work and personal possessions.

Children express themselves in a variety of ways. They delight in creative activities in

the garden room as they mix paints, shake glitter, spread glue, blow bubbles, pour sand and experiment with the good range of resources available to them. They enjoy music and singing and begin to build a repertoire of songs. They giggle as they make up impromptu songs as they sit at the lunch table. They use body language, facial expressions and words to express emotions such as excitement or frustration.

Staff have a sound awareness of the foundation curriculum and plan interesting activities which encourage children to make progress in all areas. They undertake regular observations of children's progress and link their observations to the six areas of learning. However, use of the information gained from the observations is not used to target children when planning for focus activities and identifying children's next steps.

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

The provision is good.

Children have access to a broad range of resources, play opportunities and activities which develop their understanding of diversity and cultural differences. Children are highly valued and respected as individuals by staff who know them well and understand their needs. Children with special needs or English as a second language are well supported. Staff work closely with parents and other professionals to ensure children receive appropriate support.

Children respond to clear boundaries that they understand. They behave well because they are busy and occupied with the interesting range of activities available to them. Staff praise and encourage children frequently and speak calmly and politely to them. In turn, children follow their example. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. A two-way sharing of information ensures that children receive consistent care. Parents receive ongoing information regarding the curriculum, planning and events taking place. Parents are invited into the group on a regular basis, where they can discuss their children's progress and see examples of the children's art work and photos of activities undertaken. Information is freely available to parents concerning what to do if they wish to make comments about the setting, and a complaints record is maintained.

### **Organisation**

The organisation is good.

Leadership and management of the nursery education is good. Staff are led by a manager who communicates effectively with the team and listens to their ideas. Involvement in staff meetings allows staff to contribute ideas and feel valued. The manager ensures consistency for the children as regular staff care for them. Most staff hold recognised childcare qualifications. Staff regularly attend training and share information they have gained on courses and workshops via team meetings.

The nursery is well organised with toys, resources and play areas well used to promote a child friendly and welcoming environment. Record keeping is maintained to a good standard. A generally well informed, established staff team ensure policies and procedures are applied evenly across the nursery.

The setting meets the needs of the range of children for whom it provides.

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

At the last care inspection the provider agreed to ensure that children: are provided with additional resources that reflect diversity; can access toys and equipment easily; are protected from hazards in the garden; and cannot gain access to the kitchen. The provider also agreed to compile a written procedure for uncollected children.

Children now have access to an increased range of toys, books and resources that reflect diversity. This helps children to develop an awareness of different lifestyles and disabilities. Staff have reviewed the layout of play areas and reorganised the storage of resources to improve accessibility to children. This promotes children's independence. A playhouse has been sited in the garden to cover up the damaged fence of a neighbouring property and the staff are vigilant in ensuring that ivy growing from that property is kept clear of children's reach. The door to the kitchen is kept shut and there are notices in place to remind staff that children are not allowed in the kitchen. A written procedure to be followed in the event of a child not being collected from the nursery has been compiled and is available to parents. These measures help to improve children's safety and welfare.

At the last education inspection the provider agreed to: provide more opportunities to support children's mathematical development; develop staff interaction to ensure children's learning is extended; provide more opportunities for children to investigate and to explore colour, texture and shape; and provide more opportunities for children to learn about different cultures and beliefs. Children's mathematical development is supported through the day-to-day routine including counting children at the lunch table, singing number rhymes and through use of mathematical tools such as rulers, measuring tapes and calculators. Staff interact well with children, questioning them skilfully and encouraging them to think and problem solve. Children have very good opportunities to participate in creative artwork and enjoy experimenting with a range of paints, glue, glitter and scrap materials of different textures in the garden room. Children use magnifying glasses and binoculars to look closely at articles and develop their investigative skills through use of equipment such as magnets. Children learn about a range of cultures and beliefs such as Chinese New Year through stories, songs and creative activities.

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

Since 1st April 2004 there have been two complaints made to Ofsted relating to Standard 6: Safety and Standard 12: Partnership with Parents. Ofsted inspectors made unannounced visits on both occasions. 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 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 nappy changing procedures and disposal of waste are reviewed in line with environmental health recommendations
- ensure furniture and equipment is available to meet the specific needs of the children aged 2-3 years old who attend

### **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 that staff plan activities that take into account and build on what individual children already know and can do and challenge older and more able children

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)