



Toucan Day Nursery

Inspection report for early years provision

Unique Reference Number	EY300692
Inspection date	20 December 2005
Inspector	Maxine Rose
Setting Address	Prince of Wales, Teale Street, London, E2 8RA
Telephone number	020 7739 1710
E-mail	info@toucannursery.co.uk www.toucannursery.co.uk
Registered person	Audrey Morgan
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?

Toucan Day Nursery was opened in 2004. It operates from a purpose built building situated in the Bow area of the London Borough of Hackney.

The setting is registered to provide care for a maximum of 40 children at any one time. The nursery operates from Monday to Friday all year round, from 08:00 to 18:00 and children attend from the surrounding areas.

There are currently 16 children on roll. Of these 4 children aged 3 years receive funding for nursery education. There are some children attending with special educational needs. There are no children who speak English as an additional language.

The nursery employs 7 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 kept healthy by the staff who follow clear hygiene practises to ensure they are cared for in clean and hygienic surroundings, for instance food surfaces are cleaned after use, gloves are worn during nappy changing and children's personal items are labelled by name to minimise the risk of cross infection. Children participate in routine and planned activity that promotes a healthy lifestyle. They practise washing their hands before meals and learn about dental and eye care through books and themed activities. The nursery day is well organised to ensure there is regular opportunity for children's physical development, through planned outdoor play and indoor physical activities. Older children enjoy regular walks to the local park where they enjoy energetic forms of exercise when running outdoors and using the large climbing apparatus. Babies are encouraged to become mobile through the effective use of space and furniture in the group room which enables them to move around, climb and balance with ease. Older children competently use a range of small equipment such as construction, pencils, scissors and paint brushes. Children are served healthy and satisfying meals throughout the day. They enjoy a range of meat and fish dishes supplemented with fresh vegetables and fruit. The staff have a good understanding about ways to maintain children's health. Meals are freshly prepared on site and during the day the children can access drinking water from jugs placed in the group rooms. Children's individual needs are well met and staff follow appropriate procedures to ensure food is safely prepared, for example staff are trained in food hygiene they monitor temperature checks on the refrigerator and cooked foods. The children receive appropriate primary care from the staff that are trained in first aid for babies and young children, however the procedures for administering medication are not always fully implemented.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children benefit from being in a child centred environment where most safety measures safeguard their welfare. The children's safety is maintained by the good organisation of the space furniture and play equipment. Much of the furniture and play equipment are safely contained on low shelves and units. The children are able to access equipment easily and use the space effectively for a host of activities which

include looking at books, role play and building with construction. The staff implement some practical safety measures: ratios are maintained throughout the day and staff are well deployed to supervise children's activities. The group have a comprehensive risk assessment procedure, however safety matters relating to the use of stair-gates and fire evacuations are not always appropriately adhered to. The children are protected by staffs sound knowledge of child protection procedures. Staff are trained in child protection. They are aware of the signs of abuse and the process of record keeping and referrals.

Helping children achieve well and enjoy what they do

The provision is good.

Young children and babies all round development is fostered through staff effective implementation of the Birth to three matters framework. The children show an interest in the full range of activities which include developing their imagination, communication skills, physical and creative development. Children concentrate and explore using their senses when engaging in Heuristic play. The staff organise the resources well to maximise children's learning and development. The children independently select a range of stimulating play equipment from tables and mats on the floor. They enjoy the challenge of building with blocks where they show increasing skill and coordination. The children are keen to communicate with the staff and others they are learning new words as they listen to stories and sing in groups. The children's confidence and self esteem is greatly enhanced by the display of warmth and praise they receive from the staff in the form of smiles, cuddles and encouraging words. This also helps the children settle very well. They receive consistent one to one care from the staff who plan effectively to ensure their individual needs are met. The babies enjoy have a flexible routine which enables them to sleep, rest eat and play at times that suit them.

Nursery Education

The quality of teaching and learning is good. Staff have good knowledge and understanding of the foundation stage curriculum for children aged 3 years old. They have received appropriate training and use their skills well to provide a range of experiences to further children's development in all areas. Plans are flexible and well presented showing the full range of activities and themed topics that will help children make progress towards the early learning goals. Assessment records detail children's achievements although they do not show planning for children's individual next stage of learning.

The staff know the children well they plan activities that provide useful challenges for them in most areas of learning. The staff provide good opportunities for children to receive one to one learning. This helps them meet the needs of all children including those with special educational needs and those who have English as an additional language. The children are motivated to learn. They persevere with problem solving tasks such as puzzles and enjoy the new experience of watching solids dissolve in water. The children are relaxed and comfortable in their surroundings. They often initiate discussions about their families in one to one situations. They are gaining

knowledge and understanding of the wider world whilst developing a positive image of themselves and the wider community through books, dressing up clothes and themed projects such as 'our cultural day'. The staff make good provision for developing children's creative and imaginative ideas. The children have fun when exploring sand and water, cutting and sticking. Children show an interest in books, they select books for reading in groups and listen attentively.

Children communicate well to express their needs and show confidence when speaking in familiar groups for example during snack time. Children learn new words as they recite them in books and on displayed labels. Children show an interest in using tools for mark making when drawing, painting or playing in the sand. Children take part in activities and access a range of resources that feature numbers and promote counting such as through singing, when using puzzles, pegs and board games. At time practical activities are not extended enough to enable children to count to ten and beyond. The children are learning to recognise and compare shapes in practical ways. The children are observing changes in the weather and collect conkers and leaves to adorn their winter display. They have good opportunities to handle and investigate the difference in farm animals when they visit Chalk Farm. They use resources, books and visit places in the locality to help them identify familiar features in their environment for instance local parks and Hoxton Community Gardens. They are challenged and excited by the new skills they acquire when operating the computer.

Helping children make a positive contribution

The provision is good.

The children behave well and are building warm and trusting relationships with the each other and staff. The staff have high expectations for how children should behave. Children have good opportunities to work in groups where they learn to share and take turns with resources. The children feel valued and respected by the staff who are sensitive to their needs and active in ensuring all children are included in the full range of activities. There are effective arrangements in place to care for children with special educational needs. The setting has a detailed policy, which staff know, to ensure all children are helped to make progress in all areas of learning. There is a good selection of resources and displays that promote diversity and themed projects like the 'our cultural day' broaden children's understanding of the wider world. This also helps to ensure all children settle well, feel and form good friendships.

The partnership with parents is good. The parents are kept informed about the setting and their children's progress in practical ways, there is also good opportunities for parents to exchange information with the staff about children's progress. This helps to establish a stable care and learning environment for the children, whilst fostering their spiritual, moral, social and cultural development appropriately.

Organisation

The organisation is good.

Children's play opportunities are enhanced by the effective organisation of space furniture and resources. Children make good use of the space to enjoy a range of interesting activities such as browsing through books in the reading area, exploring sand in the messy play area and building 'towers' in the construction area. Staff regularly attend training and use their knowledge of the early years to provide a broad range of experiences and stimulating opportunities for all children. Detailed documentation is in place and regularly reviewed and implemented by staff, who follow clear and effective routines to ensure that children have a structured day and benefit from their time at the nursery.

Leadership and management is good. Staff have attended training and have a good knowledge of the foundation stage curriculum. All staff are fully involved in curriculum planning for the foundation stage and effectively base learning around children's interests. Effective arrangements ensure staff fully understand their roles and responsibilities and can improve and develop their skills, for example comprehensive induction, training opportunities and appraisals. The group operate a key worker system. They compile assessment records and monitor children's achievement and development, although these are not always filled in to clearly show plans for children's individual next steps in learning. The needs of all children who attend are met.

Improvements since the last inspection

Not applicable

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 the recording of fire evacuations include all the appropriate information
- ensure access to the stair-way is free of hazards and obstruction.

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):

- extend children's learning in the area of mathematics, provide more opportunities for three year olds to use numbers and count up to ten in practical 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