



Bumpsa Daisies Nursery

Inspection report for early years provision

Unique Reference Number	EY152305
Inspection date	04 July 2005
Inspector	Rebecca Elizabeth Khabbazi
Setting Address	Overton Park Pavillion, Overton Road, Sutton, Surrey, SM2 6QT
Telephone number	020 8661 5533
E-mail	bumpsa_daisies@hotmail.com
Registered person	Bumpsa Daisies Nursery
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Bumpsa Daisies Nursery has been registered to provide daycare since 2003. It is one of two nurseries that are privately owned. The nursery operates from a converted pavilion within Overton Park in Sutton, and serves the local area. The accommodation comprises two nursery rooms, a baby unit, kitchen and staff areas. There is an outdoor area at the rear of the premises.

The nursery opens between 8:00 - 18:00, 5 days a week and provides care for

children aged between 3 months and 5 years old. Children attend for a variety of full and part-time sessions. There are currently 42 children on roll. Of these, 2 children are in receipt of nursery education provision. The nursery offers support to children with special educational needs and those who speak English as an additional language.

There are 12 permanent members of staff including the manager and deputy. All members of staff have relevant qualifications or are working towards them. The nursery receives support from a Early Years advisor employed by the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good hygiene practices through well-established everyday routines. They know, for example, why they need to wash their hands before lunch. They are protected from cross-contamination because staff have a good understanding of the nursery's health and hygiene procedures, and follow them effectively. For instance, staff use gloves when they change nappies and they clean equipment such as highchairs and sleeping mats thoroughly after each use. Babies rest and sleep according to their individual needs in their own clearly identified cot.

All children enjoy the opportunity to take part in outdoor play on a daily basis, which contributes to a healthy lifestyle. They are keen to go for a walk around the field, play in the playground or take part in an outdoor play session in the nursery's garden. Older children have the opportunity to test out their physical skills on the more challenging climbing equipment in the playground. They are developing confidence and receive clear guidance, for instance when staff remind them they can use their arms to help them balance along the kerb.

Children benefit from a healthy and well balanced diet with varied meals and snacks. Children's individual dietary requirements are taken into account which ensures all children's nutritional needs are met. Staff take appropriate action to record and share information with parents about any accidents the children have or medicine they need, so that children's health needs are well met. Children are protected from infectious illnesses because staff are familiar with the nursery's policy for children who are unwell.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment where they grow in confidence and feel safe and secure. They know where their playroom is and are proud of their work displayed on the walls. Children have access to a wide range of good quality play materials that are checked for safety and are appropriate for their age and stage of development.

Children's risk of accidental injury is minimised because staff monitor safety arrangements regularly and take steps to reduce hazards. For instance they complete daily risk assessments of the playrooms and outdoor area and take part in regular well-planned fire practices. Children learn to keep themselves safe by following staff's clear guidance, for instance when they are reminded to watch out for cars when they cross the car park, or remember that the floor might be slippery after water play.

Children's welfare is safeguarded because key staff have completed training in child protection and first aid. Staff are aware of what they should do if they have any concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages are confident and settled within the nursery. They benefit from strong bonds with the consistent staff members who look after them, which fosters their emotional well-being and helps them achieve well.

Staff working in the baby and toddler rooms have started to make good use of the Birth to Three Matters framework to plan a wide variety of activities that take into consideration young children's individual needs. Babies receive lots of cuddles and attention which helps them settle quickly.

Children explore the environment around them and have regular opportunities to experiment with a range of creative materials, such as cornflour, paint, rice or sand. They enjoy sharing books with staff who respond to them warmly and offer lots of praise. Children under two show pleasure when joining in with songs, moving their arms and swaying their bodies back and forward along with the actions, laughing and making sounds. Staff encourage early communication skills by talking to children about what they are doing and showing an interest in their responses.

Nursery education:

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals with the support of staff who have a sound understanding of the Foundation Stage. They are offered a sufficient range of activities that cover all areas of the curriculum and provide a variety of interesting learning opportunities. Children especially enjoy taking part in daily focus activities, which staff organise well, setting clear learning objectives. However, although staff make regular observations of children's progress these assessments are not yet used to guide activity planning. This means that activities do not always build on what children already know and can do and are not always challenging enough. This can affect how much progress children make.

Children settle quickly when they come into the pre-school room, greeting staff confidently and telling them about their experiences. They demonstrate that they can recognise their name when they put the correct card on the door to show they are 'in'. Children show an interest in the activities set out by staff and concentrate well when

completing tasks to their own satisfaction. There are, however, limited opportunities for children to select equipment or materials for themselves, for example to design and make things or express their own ideas in art and craft.

Children show an interest in the world around them and staff encourage them to observe things closely, such as how a spider moves. Topic based activities, such as 'animals' or 'summer', provide children with opportunities to investigate and question aspects of the natural world. Children learn about number and count confidently during everyday activities and routines, working out that they need seven cups if there are seven children. They look at books in the book corner, recalling stories from memory. Children use pens and paper to draw regularly but activities are not extended to include opportunities for children to make marks or write for different purposes during play, for instance by writing messages or shopping lists in the home corner.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed into the nursery. They feel a sense of belonging when they share their experiences and talk about a forthcoming birthday party or what happened on the way to nursery. Children learn about different cultures when they make red envelopes for Chinese New Year or find out about the different clothes that people wear around the world. This encourages them to have a positive view of the wider community. Children with special needs are supported well because staff work closely with outside professionals. Children's spiritual, moral, social and cultural development is fostered.

Children behave well and are beginning to understand right from wrong because staff reinforce their expectations consistently, for instance when they remind children that it isn't kind to push their friends or that it's fairer to share. Children's self-esteem is fostered when staff praise them and recognise their achievements, such as when they help tidy up or do something for themselves. However, older children are not always encouraged to extend their independence and self-help skills. For example, by selecting their own play materials or doing things for themselves, such as pouring their own drinks or scraping their own plates at meal times.

Babies and toddlers experience consistent care due to effective communication systems between their parents and key workers, such as daily diaries. Parents are kept up to date with information about the provision through newsletters, the noticeboard and a daily conversation with staff.

The partnership with parents of children who receive nursery education is satisfactory. Children in the pre-school room benefit from friendly relationships between their parents and staff, but limited information is given to parents about the Foundation Stage curriculum. This affects how much parents can be involved in their child's learning.

Organisation

The organisation is satisfactory.

Children are cared for by suitably qualified staff who are appropriately vetted, due to effective recruitment procedures. Staff have a good knowledge and understanding of child development and are able to get to know the children well, which helps children feel comfortable and secure. Most nursery routines are generally well organised, ensuring that children are stimulated and have enough to do, and that enough staff are working with the children at all times. However, at some periods of the day, for instance before and after meal times, staff in the pre-school room are busy with domestic tasks and this means children are not kept fully occupied.

Leadership and management of the nursery education is satisfactory. There is a strong commitment to develop and improve the provision, and good use is made of available outside support. There are not yet systems in place to effectively monitor and evaluate the curriculum to identify strengths and areas for improvement.

All required records, policies and procedures which contribute to children's health, safety and welfare are in place. Policies and procedures work well in practice, as staff are kept up to date through meetings and appraisals. Overall, the setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

Since the last inspection the provider has improved the safety of the premises by implementing a system for regularly assessing and reviewing hazards within the nursery. This means children are less likely to injure or hurt themselves while they are attending.

At the last inspection the nursery were also asked to improve arrangements for identifying and supporting children with special educational needs by providing appropriate training for relevant staff. The member of staff who is responsible for co-ordinating any provision for children with special needs has now attended an appropriate training course, and all children are well supported within the nursery.

Complaints since the last inspection

There have been two complaints since the last inspection. Concerns were raised relating to Standard 2: Organisation, regarding staffing ratios; Standard 3: Care, learning and play relating to meeting children's individual needs; Standard 6: Safety, regarding risk assessments; and Standard 11: Behaviour management, concerning how staff managed children's behaviour. Ofsted investigated these concerns by making two unannounced visits to the nursery. No evidence was found that the nursery was not meeting the National Standards. However, a recommendation was set for the nursery to conduct a further risk assessment of the premises. This has now been completed.

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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):

- evaluate the routines and deployment of staff in the pre-school room during transitional periods such as before and after snack and meal times, in order to make sure children are appropriately occupied at all times.

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):

- improve the use of observations and assessments of children's progress to guide planning, by using the information gained from observations to plan activities that build on what children already know and can do and offer sufficient challenge.
- provide more support and encouragement for children to develop self-help and independence skills

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