



ABC Day Nursery Group

Inspection report for early years provision

Unique Reference Number	129002
Inspection date	12 April 2006
Inspector	Denys Rasmussen / Elizabeth Ellen Mackey
Setting Address	1 Melfield Gardens, London, SE6 3AH
Telephone number	020 8695 0882
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Registered person	ABC Nursery Group
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 inadequate - notice of action to improve. The registered person does not meet 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?

ABC Nursery in Beckenham has been registered since 1995 and is one of four nurseries privately owned as part of the ABC Day Nursery Group. It is located off Beckenham Hill in London SE6. The nursery is accommodated in a prefabricated single story building, which is adjacent to the Beckenham Hill railway line and close to all local amenities. All children share access to an enclosed outdoor area. The

nursery operates Monday to Friday from 8.00 to 18.00 and opens 51 weeks of the year, closing for Bank Holidays and one week over the Christmas period.

A maximum of 38 children aged under 5 years may attend the nursery at any one time. The nursery offers full and part-time places and there are presently 38 children on roll. Of these, 7 children receive funding for nursery education. The nursery currently supports children with special educational needs. The nursery employs 10 staff. The manager and 5 staff hold appropriate early years qualifications. There are 2 staff currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's health is at risk as too little is done to ensure hygiene standards are satisfactory. The system in place is ineffective. Even though staff have food hygiene certificates babies' meals are prepared inappropriately. For example, packet food is prepared underneath a rusty shelf housing paint pots. Babies' cots are heavily stained and some toys are dirty. Staff regularly change the children's nappies and have a satisfactory procedure in place to help prevent cross-contamination. However, this is compromised because the changing mat is damaged.

There are procedures in place regarding the administration of medications whereby staff obtain written consent from parents to administer medication. However, some of the staff do not record when they have administered medication to the children, which places children at risk and is a breach of regulations.

The nursery have improved their menu by adding fresh fruit every day for snack and desserts. Children are provided with drinks routinely and older children can also access water as they want it. The nursery provides milk and water as part of their healthy eating improvements.

Pre-school children are involved in physical activity on a daily basis. They visit the garden where they are encouraged to run around and enjoy the fresh air. They use wheeled toys, throw and catch bean bags and enjoy music and movement sessions, when they dance to music or sing familiar action rhymes. This helps to promote their physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The staff have aimed to create a welcoming environment by displaying children's artwork, pictures and posters around the nursery. Most areas of the nursery are adequate for their purpose except for the toddler room which tends to be used as a thoroughfare. This room is also the access to the nursery, this means they are constantly disturbed. The equipment which is available meets safety standards

although it is not always effectively used. The pre-school room is set out thoughtfully to cover all areas of learning and works well.

Ineffective risk assessments compromise children's safety. For example, during the inspection children had access to a trailing wire which, if pulled, risked a heavy object landing on their head. There is no evidence that electrical items have been checked for safety so the risk to the children is unknown. Children are at risk of accidental injury. For example, the accessible radiators are hot to touch and staff lift babies in an inappropriate manner. Some measures are in place to keep children safe, such as safety gates and fire prevention equipment.

Children are not protected because un-vetted staff are sometimes left in sole charge of children. Lack of appropriate supervision in the baby room puts children at risk of harm. For example, children repeatedly climb on furniture unnoticed. Some staff now have a clearer understanding of when children may be at risk from abuse as they have attended training. There are satisfactory procedures to follow if a referral is necessary.

Helping children achieve well and enjoy what they do

The provision is inadequate.

There are major differences between the quality of experiences offered to children under two and those provided for other children. Children aged under two based in the baby rooms become bored and restless at the nursery because staff caring for them do not have a sound understanding of how young children learn. The same resources are used repetitively and without variation. This limits children's choice and opportunities to make decisions. They serve little purpose as the staff are not deployed effectively to support children to use them. Some children wander because too little is done to actively engage them and to provide sufficient stimulation to interest them. Staff attend appropriately to children's physical care needs. However, there is little interaction between staff and children except by way of instructions such as "get down, stop it". Communication with children both verbally and non-verbally is poor. This means children are not acknowledged in a positive way which impacts on their emotional development. Displayed plans link to the Birth to three matters framework, but staff do not show awareness of this, therefore plans are not followed. Some staff do not clearly understand how recording children's progress and planning activities for young children works to support and improve their experiences and achievements.

Children aged from two to three are broadly content and settled in the nursery. They have opportunities to share stories, sing songs and explore art and craft activities. Staff generally interact in a supportive manner and have good relationships with the children.

Nursery Education

The quality of teaching and learning is satisfactory. The staff have a sound understanding of the Foundation Stage which means children make satisfactory progress. Observations on children are used well to record their progress. This is

then used to inform the planning to move children on. Most activities are well planned with the exception of the role play area. This area is not used often by the children as it is not well resourced and is uninspiring. There is a monthly topic, for example, 'new life' and activities are planned around this. The planning incorporates all areas of learning satisfactorily. Weekly planning sheets clearly show the objective of activities so staff understand what their focus is. Children come in confidently and settle quickly, choosing from the activities set out by staff. They talk easily to their friends and are familiar with the expectations and routines of the setting. Children play well together and are well behaved because of the realistic expectations of the pre-school staff. They are enthusiastic and motivated most of the time. Children help each other and are independent. For example, during lunch a child helped his friend having difficulty serving himself. Independence is encouraged by involving the children in everyday routine such as laying the table, serving their own meals and tidying up. The staff respond to the children's questions and ensure they are busy, they talk to them about their likes and dislikes. This helps to build confidence.

Children enjoy story time and staff use props well to sustain their interest. Children are encouraged to write their name on their work and use the graphics table to practise pen control. Activities focus on using language and the children are confident speakers. The mathematics area has been developed, ensuring equipment and activities are always available to the children. The children learn about shape, sorting and pattern through practical activities. They sing number songs to begin to understand early calculation and are encouraged to count throughout the day. They play board games using a dice to understand number. Children explore the computer keyboard to see what comes up on the screen. They tap out their name and have good control of the mouse. Children enjoy designing things. For example, they made their homes out of cardboard and joined construction bricks together to make a tower. Staff encourage children's interest in nature by planting seeds and children taking responsibility for watering them. They look at the life cycle of a butterfly and use seasonal resources in activities, such as leaves and snow. Children discuss their families with their friends. For example, a child playing in the sand discussed his sea-side visit with his family. Staff encourage the children to describe what they can feel when they have their hands in the sand tray and corn flour. Children learn about their community through photographs and displays, for example, a display that is titled 'our homes'.

Children are encouraged to enjoy the fresh air in the garden and run around freely. They play adult guided games to help them gain control of their bodies. Outdoor activity is planned to promote physical skills, such as using wheeled toys, manoeuvring a hoop and throwing bean bags. However, there are no planned activities that develop children's balancing or climbing skills. Children dance to music and move around respecting others personal space. Children use small equipment such as scissors, rollers, cutters, stencils and the computer mouse. They use malleable materials such as play dough, pasta, corn flour and sand. This helps develop their hand to eye coordination and physical skills. Children learn about colour when they mix the powder paint. They play imaginatively when they use small world equipment and make up stories when reading a book to their friends. Children enjoy experimenting with musical instruments and listen carefully to the sounds they make.

Helping children make a positive contribution

The provision is satisfactory.

The nursery encourages children to develop an awareness of each other by providing positive images of race, culture, gender and disability within play resources and posters around the building. Children show a sense of belonging when they talk about their family, help their friends and initiate routine activities such as laying the table for lunch. There is satisfactory support for children with special needs. They are supported in partnership with their parents and in liaison with outside agencies.

Most staff encourage the children's good behaviour by their friendly, polite and gentle support. The staff in the pre school room and nursery room have realistic boundaries and encourage desirable behaviour. They do this by praising behaviour such as kindness and willingness to share. Good relationships are fostered and the children are happy and secure. This positive approach fosters children's spiritual, moral, social and cultural development. However, this is not the case in the baby room. The staff deployed with the babies do not have a secure understanding of child development which means their expectations are unrealistic. There are good settling in procedures which are flexible and parent led. Parents are given information every day either verbally or written about their child's day which means they are well informed.

The partnership with parents of children receiving nursery education is satisfactory. The regular sharing of children's progress enables parents to have clear guidance on how their child is developing. The pre-school provides opportunities for parents to learn about the Foundation Stage and how to develop this at home. For example, regular information sheets are provided informing parents what activities they will be doing, what area of learning they are related to and suggestions of what they can do at home. This helps promote children's development.

Organisation

The organisation is inadequate.

Too little is done to ensure that the range and quality of experiences for children under two is good enough; this has an adverse effect on their learning and development. Not enough is done to ensure children under two are cared for by consistent, suitably vetted and appropriately qualified staff. Although policies and procedures are in place they are not always effective in promoting children's health and safety within the setting. For example, inadequate procedures for deploying staff mean that young children are not always cared for by adults who have been vetted or who have a sound knowledge and understanding of child development.

Leadership and management of nursery education is satisfactory

The manager has ensured staff working with the pre-school children have attended relevant training ensuring their practice is up-to-date. This means they have a sound understanding of the Curriculum Guidance for the Foundation Stage and how to apply this in practice to support children's development.

Risk assessments are ineffective as there are hazards present that put children at risk of injury. These have not been addressed. Most records are maintained to a satisfactory standard. The exception to this is the documentation relating to the administration of medication. This is not organised effectively to fully support the children's welfare and safety. The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last care inspection the nursery have made some improvements. They were asked to develop documentation to promote children's safety. Attendance records are now consistently maintained. Lost and uncollected child procedures have been developed, however, the lost child procedure lacks detail. Medication records are now retained for a reasonable period of time. However, they are not kept in an organised way which means they can be easily lost. Opportunities for older children to gain self-care skills and independence have improved. Independence is encouraged by involving the children in everyday routine, such as laying the table, serving their own meals and tidying up. They visit the toilet and wash their own hands. Resources have been improved to reflect positive images of culture, ethnicity, gender and disability. Fire safety has improved because fire exits are now clear.

Since the last education inspection the nursery have made satisfactory improvements. They were asked to increase staff knowledge and understanding of the early learning goals and to improve the planning and evaluation of what children have learned and what to do next. Staff have attended appropriate training and now ensure activities are appropriate to the children's stage of development. This means they provide sufficient challenge. Observations on children are used well to monitor their progress. Next steps for learning are identified and used to inform the planning. This helps the children to progress.

Complaints since the last inspection

Since April 2004 there have been two complaints. One, about National Standard 12:Working in partnership with parents, related to the nursery not responding to a parents concern. The provider was required to provide details of their response. Ofsted found no evidence that National Standard 12 had been breached. The other complaint related to National Standard 1:Suitable person, National Standard 7:Health and National Standard 8:Food and drink. The provider was asked to investigate the concerns. With regard to National Standard 1, the provider took appropriate action and reviewed the appraisal system. No evidence was found that National Standards 7 and 8 were being breached. The provider continues to remain 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.

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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, the registered person **must** take the following actions:

- ensure hygiene standards in the nursery promote the good health of children particularly in the baby room
- keep a written record, signed by parents, of all medicines given to children
- assess the risks to children in relation to accidental injury and take immediate action to minimise these
- ensure the deployment of staff promotes the welfare, care and learning of children
- ensure that there are effective procedures in place for ensuring that staff are suitable to work with children and that staff caring for babies are competent to do so

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

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 role play area so as to stimulate children's interest and imagination
- plan to provide opportunities for children to develop their balancing and climbing skills

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