



## Alpha Day Nursery

Inspection report for early years provision

**Unique Reference Number** EY224877  
**Inspection date** 20 March 2006  
**Inspector** Cheryl Walker

**Setting Address** St. Johns Congregational Church Hall,, Bensham Manor Road,,  
Thornton Heath, Surrey, CR7 7AG

**Telephone number** 020 8689 9990

**E-mail**

**Registered person** Yetunde Adedotun Osonaike

**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](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 satisfactory. 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?

Alpha Day Nursery has been open since July 2001. It operates from a church building located on a main road in Thornton Heath, and serves the local area. Children are divided into age appropriate groups and have access to a secure garden area.

There are currently 23 children aged from 6 months to 5 years on roll. Of these, 5 children receive funding for nursery education. Children come from the local

community. The nursery supports children with special educational needs, and children who speak English as an additional language, though there are none currently attending.

The nursery is open daily for 50 weeks of the year, closing at Christmas and for one week during the summer. Operational hours are between 07:30 to 18:00. A total of 13 staff work with the children. Some staff hold appropriate childcare qualifications, whilst the remainder are working towards qualifications. The nursery receives training and support from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children enjoy sufficient quantities of nutritious meals that are cooked on the premises. They sit socially together at child-sized tables for meals and snacks. Children have access to water at meal times and throughout the day to prevent them from becoming thirsty.

Children play in a clean environment. Staff follow some good hygiene procedures; they wipe tables with anti bacterial spray before meals and snacks to provide a clean surface for the children. However, although there is a clear and effective nappy changing policy in place, staff do not consistently implement this, which could expose children to risks of cross-infection. Older children independently take themselves to the toilet but the lack of soap for hand washing prevents them from being able to wash their hands properly.

First aid requirements are met and accidents well recorded. A sufficient number of staff hold a first aid certificate enabling them to administer first aid in the event of an accident.

Children have access to an enclosed outdoor area, but during colder weather opportunities to use this area have been limited. Trips out to local resources such as the library or garden centre have allowed some chance for fresh air and exercise. Children's fine motor skills are developing appropriately. They show good pencil control when writing their name and some can appropriately hold and use scissors to cut pictures from catalogues. Some children begin to develop self-confidence in their physical skills as they learn to climb the steps of the slide and slide happily down the other side.

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

The provision is satisfactory.

Most children move around the hall independently to experience a variety of different activities and equipment. The hall is spacious and organised into different areas for play. Posters, photographs and displays of children's work decorate the walls to create a cheerful environment. Children play with a broad range of safe, good quality

and developmentally appropriate toys, equipment and play materials. They can access equipment independently as much is stored at low level and labelled appropriately.

A suitable range of measures ensure children's safety whilst in the building. Staff conduct risk assessments on a regular basis and any issues noted are addressed. Fire drills take place regularly, ensuring staff and children are familiar with evacuation routes in the event of a fire.

A suitable child protection policy is in place to protect children's welfare and senior staff are clear of their role and responsibilities in this area. Some staff show understanding of the procedures to follow if they have concerns, but other staff's knowledge of child protection is weak.

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

The provision is satisfactory.

Children separate well from parents and carers. Staff are friendly and have generally good relationships with parents and each other, which helps increase a sense of well-being. Children in the baby room are confident and happy. They enjoy the good range of well-planned activities on offer. They bounce and dance to songs sung by staff and begin to make relationships with their peers. They have good opportunities to explore with malleable media where they experience the feel of new textures.

Children are confident to approach staff, who interact warmly with children, although some tend to take on more of a supervisory role than fully engaging in children's play. A suitable range of table top and floor toys are presented to toddlers along with sand play and craft activities. Children's opportunities to be creative are sometimes hindered because no paper is available at the painting easel and some craft activities are very adult directed, which limits children's chances to create their own pictures. Young children's interest dwindles at a story time session when the toddlers and preschool children join together as a group.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have an adequate knowledge of the Foundation Stage curriculum and plan a sufficient range of activities to cover all areas of learning. There are systems in place to observe, record and assess children's achievements. However, these are not completed regularly enough to effectively plan for children's individual next steps in their learning. Currently there are a small number of 3 and 4 year olds attending and children are grouped together. Whilst focus activities are planned, staff have not identified time within the routine to structure time for individual children.

Children observe lots of print in the environment and some recognise their name during daily routines, such as finding their named placemats at lunch time. Some 3 year olds can write their name independently and recognise and write the letters in their best friend's name. Resources are labelled to encourage children to locate the items they need and be able to put them back in the correct place.

Children learn about seeds and growing when they visit the garden centre. Staff talk to them about the things they see and the equipment they will need to plant their own seeds successfully. Children have some opportunities to use the computer and those that do can competently use the mouse to direct the programmes available to them.

Children play imaginatively with the dinosaurs. They begin to act out roles during role play when they pretend to call a parent on a mobile phone and are developing skills in sharing and turn taking. Some children make use of the maths area to successfully count out items into a basket. They count to 10 with ease.

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

The provision is satisfactory.

Children's awareness of diversity and the wider world is promoted through the provision of positive images and relevant activities, for example celebrating festivals and tasting foods from a multi cultural menu. Children with special educational needs are warmly welcomed, although none currently attend. Staff work closely with outside agencies when needs are identified, ensuring they are able to provide suitable care.

Children behave generally well when focussed on the activities and are aware of the routines in place within the nursery. Their spiritual, moral, social and cultural development is fostered. Management of children's behaviour is positive, although when children become bored and disruptive during story time, the strategies used do not re-engage children's interest.

Partnership with parents is satisfactory. Parents are welcomed into the setting by friendly staff. They receive verbal feedback on a daily basis which keeps them informed about their child's day and daily record sheets provide basic care information. Staff meet with parents twice a year to discuss children's progress, at which point a summary report is shared. Parents are kept updated about changes within the setting through regular newsletters and through displayed information on the notice board.

### **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory. There is a commitment to improving the quality of care and education within the setting. Staff understand their role and responsibility. They have the opportunity for professional development and the management actively encourage staff to attend training. Space within the nursery is generally well organised, with resources stored effectively to allow children to access them and make choices in their play.

Effective recruitment procedures ensure that staff are appropriately vetted and suitable for their role and a clear induction package enables staff to feel supported from an early stage in their employment. All documentation required for the safe and effective management of the nursery is in place. This contributes to the welfare of the

children.

Overall the setting meets the needs of the children for whom it provides.

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

At the last care inspection the nursery was asked to improve the organisation and quantity of resources, activities and planning for children under 2 years. A wide range of resources have been acquired and planning for the younger age group now incorporates the Birth to three framework, ensuring young children's individual needs are recognised and accommodated within the nursery's activities.

At the last inspection for nursery education, the nursery were asked to provide training for staff working with the older children on the Foundation Stage, to develop the system for observation and assessment and provide parents with information concerning the curriculum provided. Some staff have now received training in the six areas of learning, enabling them to fully plan a balanced curriculum. Information is available to parents via newsletters and the parent notice board. There are still some weaknesses in the use of observation and assessment to inform planning for individual children's needs.

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

Since the last inspection, Ofsted have received two complaints. The first complaint related to National Standard 11- Behaviour. The second complaint related to National Standard 1- Suitable Person, National Standard 3- Care, learning and play, National Standard 5- Equipment and National Standard 11- Behaviour. Ofsted made an unannounced visit on both occasions to discuss the issues raised. No evidence was found to suggest that any standards had been breached and the provider remains qualified for registration. Recommendations for further improvement were made at each visit.

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**

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The quality and standards of the nursery education are satisfactory.

## 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):

- improve hygiene procedures by ensuring soap is available for hand washing and that all staff implement the effective nappy changing policy
- improve staff awareness of child protection procedures
- improve children's opportunities for creative play by providing less directive activities and ensuring all necessary equipment is available to them
- develop staff's use of strategies to manage children's behaviour

### **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 observations are completed on a regular basis and use the information gained from these to plan for individual children's learning
- review the timing of focus activities whilst there are few 3 and 4 year olds attending

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)