



Tweeddale Primary School

Inspection report for early years provision

Unique Reference Number	EY307844
Inspection date	31 May 2006
Inspector	Amanda Jane Tyson
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Registered person	London Borough of Sutton
Type of inspection	Childcare
Type of care	Full day care, Out of School 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

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.

WHAT SORT OF SETTING IS IT?

Tweeddale Learning and Childcare Unit has been registered since October 2005 and is run by the London Borough of Sutton Early Years Child Care Service. It operates from two rooms within the nursery class, which is in a purpose built building situated on the site of Tweeddale Primary School, in Carshalton, Surrey. There is a secure outside play area.

The organisation operate an integrated service which provides an extended day care facility for children aged from three to five years, who attend either the nursery or reception class. A playscheme provides full day care throughout the school holidays

for the same age group of children. The centre is open each weekday from 07.45 until 17.45.

There are currently 12 children on roll who use the extended day care provision throughout the week, during term time. The numbers of children attending the holiday playscheme fluctuates, but during the May half term week, a total of 20 children attended for a variety of sessions or days. The provision support children with special educational needs and those who speak English as an additional language. The premises is fully equipped to care for children with disabilities.

A total of four staff are employed who work a variety of hours alongside teaching staff. The manager is qualified to level four in early years childcare, two staff hold level three qualifications, and one is qualified to level two.

Children from the local catchment area are given priority admission to the playscheme, but places are offered across, and outside the borough if available. The service forms part of the Children's Centre programme within the London Borough of Sutton and is in the process of being extended to provide services for children aged from birth to three years, within a new purpose built early years centre.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The concept of a healthy and active lifestyle is exceptionally well promoted to children within the setting. They are provided with a nutritious and healthy daily diet, for example, breakfast cereals are sugar free, the children eat wholemeal bread and an abundance of fresh fruit and vegetables are enjoyed. The outdoor play area is very well equipped with physically challenging apparatus, fine tarmac to enable bike riding and grass hills for fun games, such as rolling and running up and down. Throughout the day children are free to play inside or out. Young children who attend a full day are comforted to sleep by gentle and caring staff who understand that they need to rest before taking part in the afternoon play and learning activities.

Accidents sustained to children during the 'extended day care' are recorded and dated, although it is not clear if parents are informed on the day because signatures to acknowledge entries are not dated. However, the system is flawed by the lack of consistency in recording injuries to children sustained outside the setting, and the separate procedures operated between the two teams of staff caring for children within the same room. This means that for some children, there are possibly two forms of records being used, which is unhelpful and too fragmented. Nonetheless, there is always at least one member of staff on duty who is trained to administer first aid, and parents' wishes, in relation to seeking emergency treatment, are obtained in writing prior to admission.

High standards of hygiene are rigorously adhered to by staff; tables are meticulously cleaned and children are reminded to wash their hands thoroughly before meals and after using the toilet. The provision operates a 24 hour exclusion period for children

with contagious conditions which minimises the risk of cross infection to others.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery rooms are warm and welcoming to children. Play resources and equipment are of high quality, regularly supplemented and maintained in excellent condition. For example, there is a superb wooden climbing apparatus secured safely outside, and the provision of the ergonomic nappy changing table, which is equipped with steps that encourage the children's self-help skills, reduces the risk of accidents. For example, as a result of adults lifting children. High priority is given to ensuring that the premises is fully accessible to adults and children with disabilities, including play resources, which are stored on low level shelving. The secure entry system and robust procedures for the collection of children, helps to protect them from dangers, such as from unsuitable adults. Road safety rules are regularly reinforced when the children visit the library or local park, or when they act out their learning on the fantastic 'marked road' in the playground, which even details an island.

Fire appliances are regularly checked by the school caretaker to ensure that they are in working order, and along with electrical appliances, inspected yearly by the fire officer and corgi registered electrical engineer. The procedure for emergency evacuation though, is not practised often enough to secure children's knowledge of what to do and where to go, particularly bearing in mind their tender age.

Children's welfare is mostly well safeguarded by staff who have completed child protection training. They are secure in their knowledge and understanding of the procedure to follow, if they become concerned about a child. However, the gaps identified in the methods for recording injuries weakens the systems for monitoring the possible risks to children. For example, from certain equipment, or from concerns raised by the identification of the frequency of accidents to children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The exceptionally innovative activities provided for the children during the holiday playscheme inspires their natural impulse to explore and use their imaginations. Tents and sleeping bags are set up to create real holiday experiences. Arctic animals are sent floating on icebergs as the children experiment with coloured ice blocks, then watch with interest as the colours change when they begin to melt. Children clean their bikes with soapy water and a sponge in the pretend carwash, and become lost in the world of 'Bob the Builder', as they manoeuvre figures and fork-lift trucks around the giant tray filled with top soil and bark chippings. The organisation of free access to the lovely outdoor play area, with its mix of nature and superb play equipment, is a particularly exciting feature. Staff and children clearly enjoy each others' company, children respond with delightful enthusiasm to staff who join in play and show interest in what they have to say and can do. As a result, interesting

conversations evolve which supports developing speech and language well, and children's self-esteem is significantly raised.

Children benefit enormously from the well organised daily routine that enables them to remain in one setting with a consistent staff team who know them well. They arrive happily and enjoy breakfast in a small sociable group before spending a little time joining in with the main school breakfast club, where many of the children have older siblings. High priority is given to ensuring that these young children have plenty of time to rest and recuperate in between the two sessions of nursery education. The focus on 'down-time' from three o'clock onwards is particularly well thought through to meet the children's needs after a fairly busy day within an educational environment. The provision of themed toys, similar to the toys many have at home mark the winding down of the day and help the children to feel secure.

Helping children make a positive contribution

The provision is good.

The walls of the setting are adorned with attractive pictures and posters, including the children's own creative work which helps to support their sense of belonging and raises their self-esteem. Teaching staff visit the children within their own homes prior to admission to the nursery class, but children do not currently have the same opportunity to meet the staff who will be responsible for meeting their care needs in the same way. Similarly, full day care staff do not attend the review meetings of children with special educational needs, even though they know the children well because of the length of time that they care for them each day. Nevertheless, once the children have started, the small group times are used very well to get to know the children. High priority is given to helping them to feel secure and encouraging and developing their independence. For instance, they serve their own meal portions. Children choose what they might like to play with during the 'down-time' from the well designed pictorial resource list and use a similar style timetable to keep track on what's happening next. Their positive attitude towards race, religious beliefs, gender and disability is well fostered by the excellent variety of play resources that reflect diversity and through the variety of thematic activities, such as the celebration of various religious and cultural festivals.

The children are encouraged to behave well by the frequent praise offered to them by staff. They remember to say 'please' and 'thank you', and willingly share and take turns. There are few squabbles because they are too busy participating in the full range of activities. Good quantities of resources, for example bikes, ensure that there are enough for all to take part together.

The staff maintain a friendly and professional approach with parents. Each day they are provided with a daily diary sheet which details the children's care routines. Although parents of children who attend the extended day care provision have previously received written reports which focus on their educational progress and development, this has now changed to include a section that focuses on care issues. The complaints procedure is very well detailed for these parents and it reflects new legislation. However, parents often receive separate information from the two staff

teams in relation to the term time provision which is confusing. In addition, those who use the integrated service, do not have daily access to the curriculum information because there are separate entrances for full and sessional care, even though all the children are grouped together. During the school holidays, although the daily routine is displayed, the holiday activity plans are not. This means that unless parents ask, they are unable to make informed choices about which days they think their child may prefer to attend.

Organisation

The organisation is good.

Children benefit by being cared for by suitably qualified and appropriately vetted staff due to the robust recruitment procedures operated by the London borough of Sutton. Staff have a secure understanding of child development, which ensures that children's individual needs are well met. Whilst early years teaching staff deliver the curriculum for nursery education, staff have attended training in relation to the Foundation Stage of learning which enables them to provide consistent learning support alongside their colleagues. Leadership is strong and proactive and well demonstrated by the action plan in place to ensure continual improvement, particularly in preparation for the transition to a Children's Centre in September 2006. Staff are provided with very good support to develop their skills and experience through individual guidance and regular training opportunities.

Required records, policies and procedures that contribute to children's health, safety, well-being, and learning are in place. However, the development of these to fully reflect the integrated service of full day care and Foundation Stage education, particularly in relation to the information available for parents, is still in the early stages of implementation. Nevertheless, the outcomes for children remain exceptionally good. The organisation and delivery of activities and care provides the children with a delightful full day experience. As a result, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been 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

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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):

- take steps to improve communication between all staff working with children throughout the day to provide parents and carers with a clear overall picture of the integrated service, and to ensure a consistent and fluid operational plan
- make sure that any injuries to children that are sustained, either outside or within the provision, are recorded in a consistent and methodical way and that entries are signed and dated by both staff and parents

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