



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 137227

DfES Number: 532208

### INSPECTION DETAILS

Inspection Date 19/04/2004  
Inspector Name Silvia Richardson

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Crystal Early Years Centre  
Setting Address Schoolkeepers House  
Anerley Road, Anerley  
London  
SE20 8BD

### REGISTERED PROVIDER DETAILS

Name Crystal Childcare Limited 03518977

### ORGANISATION DETAILS

Name Crystal Childcare Limited  
Address Crystal Early Years Centre  
Old School keeper House  
Anerley Road  
London  
SE20 8BD

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Crystals Early Years Centre opened in 1996. It is situated in a residential area, close to rail and bus routes and local amenities. Parks, shops and library are all close by. The nursery is accommodated in the Old School Keepers House, which has been extended in recent years and is set out over ground and first floors. Off-street parking is available to the front of the building for dropping off and collecting children. There is a rubberised safety surface laid to the rear for of premises affording a safe and secure outside play area. The centre is part of chain of Early Years centres which serve the local area.

There are currently 47 children from eight months to five years on roll. This includes eight funded 3 year olds and six funded 4 year olds. Children attend for a variety of sessions.

The setting supports children with special needs and children who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 08:00 to 18:00.

Eight full-time and two part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Crystals Early Years Centre provides good care for children.

The nursery environment is bright, attractive and stimulating. Good use is made of space and resources while building work is undertaken. The premises are reasonably clean, tidy and organised. There is a good range of furniture and play equipment, affording a purposeful well-planned play environment. Babies and children use play equipment with ease and confidence and staff are available to

support babies and children in their play and learning.

Babies and children are appropriately cared for by key workers in small groups for most of the day. The operational plan generally works well and is for the most part child centred. Staff operate a child-focussed schedule providing consistent care and a flexible routine that effectively meets individual needs. Key workers keep observational records and daily reports, sharing information with parents and carers. There is some weakness with clarity of records but generally staff are vigilant and take good measures to ensure children's welfare is closely monitored.

Staff provide a safe environment for babies and children and supervise them closely. They create an atmosphere that helps babies and children play co-operatively and behave well. Staff are warm and positive in their interactions and support babies and children positively in developing social skills. Good relationships are well established with parents and staff are proactive in sharing information and keeping parents notified of babies and children's progress and development.

A good balance and range of nutritious meals and snacks are provided in calm and relaxed setting. Staff cater well for individual dietary needs, special requirements and routines. A cook is employed who works appropriately in the kitchen, although there is a weakness with fire safety precautions and some hygiene weaknesses where staff make arrangements for provision of breakfasts and teas.

#### **What has improved since the last inspection?**

There is an effective staff vetting procedure in place that ensures all adults working with children are suitable. Some disclosure forms still need to be seen by the manager.

Adult: child ratios are maintained for activities lead by visiting sessional workers to ensure children are supervised appropriately.

#### **What is being done well?**

- Babies and children are well cared for through staff providing much individual and personal attention in a calm and relaxed setting, following a child centred routine.
- There is a good range of furniture and equipment provided, much set out at low level and used effectively by staff to meet children's needs.
- Toys and play materials are easily accessible and afford a balance and variety of play and learning experiences.
- The nursery environment is safe and secure, staff supervise closely and monitor babies and children's welfare and progress effectively.
- Staff interact warmly and calmly with babies and children, encouraging social skills and developing good behaviour using positive management strategies.
- The nursery staff develop a proactive and positive approach to working in partnership with parents and carers, ensuring babies and children receive

consistent care that addresses individual needs and parents wishes.

### What needs to be improved?

- Care arrangements for babies during the earliest part of the morning, to ensure nursery areas for those aged under two years are used exclusively by this age group, maintaining a clean and hygienic care and play environment;
- fire safety precautions, by fitting the fire blanket in the kitchen according to manufacturers instructions;
- hygiene arrangements, where nursery staff are handling and preparing food in the kitchen;
- records of attendance, so that they show times babies and children are in the care of nursery staff, and details of babies feed and care routines retained, maintaining clear and accurate records of these.

### Outcome of the inspection

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Review the operational plan at the time of completion of the nursery extension to ensure room arrangements for care of babies aged under two years are appropriate throughout the day.
6	Fit the fire blanket in the kitchen according to manufacturers instructions.
7	Ensure good hygiene practices are in place when nursery staff are handling and preparing food in the kitchen.
14	Maintain records pertaining to times babies and children are in the care of nursery staff and retain clear and accurate details of babies feed and care routines.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Crystal Early Years Centre provides good quality nursery education with some very good aspects. The quality of teaching is generally good and staff show a clear knowledge of how children learn and the early learning goals. Staff plan a broad-based curriculum that includes a generally good range of challenging and interesting practical activities and experiences,

The assessment of children's learning is generally good however adult directed activities do not sufficiently focus on individual or groups of children who have different and common learning needs. Adult focus activity sheets concentrate on general learning intentions for all children in the group. Staff manage the children well and have very good relationships with them.

Staff give individual children a good level of support and encourage children to develop their communication skills through a range of stories, songs and role play situations. However the general use of worksheets limits opportunities for children to develop spontaneous writing skills. General group activities are well presented, but are not always extended to provide sufficient challenge, particularly in aspects of mathematics and knowledge and understanding of the world.

Leadership and management of the nursery is generally good. There is a clearly defined management structure and there are clear expectations of staff. Staff development is a high priority and there is a commitment to the improvement of care and education for all children. However the monitoring of general nursery education needs to be improved.

Partnership with parents is very good. Effective settling in procedures are in place enabling a smooth transition from home to the nursery. Parents have the opportunity to discuss their child's progress on a regular basis both on a formal and informal basis and are actively encouraged to be part of their child's learning.

### What is being done well?

- Staff have high expectations for children's behaviour which is clearly conveyed.
- The children have good self care skills and have many opportunities to select resources independently.
- Children are confident when handling technical equipment such as the computer and are able to follow simple instructions.
- Children's progress in physical development is very good which is promoted through access to a variety of activities which help develop balance, spatial awareness, and coordination.

- The partnership with parents is positive and staff work hard to involve parents in the life of the nursery and care for children according to parents' wishes.

**What needs to be improved?**

- The evaluation and assessment of individual learning needs when using adult focused sheets
- The opportunities for children to explore and investigate the local environment.
- The use of practical activities to develop children's understanding of mathematical concepts, particularly aspects of calculation, measuring and comparison in terms of length and weight.
- The range of opportunities for children to develop spontaneous writing.

**What has improved since the last inspection?**

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. The children are involved and interested in activities provided and have good concentration skills. The children have good relationships with their peers and with staff team and are able to work together in small groups confidently and also on a one to one basis. The children are able to select resources independently and have good self care skills. Children behave well and are considerate to others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. The children interact with their peers expressing their ideas confidently in both real and imagined situations They enjoy rhythmic activities such as songs and are able to discriminate between a variety of sounds. Children show an interest in learning how to write, however the use of worksheets limits opportunities for spontaneous writing.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in mathematical development. Children are confident with numbers and are able to count independently. They have access to a range of games and activities that help to develop sorting and matching skills, and show an interest in shape and size. However staff provide limited opportunities for older children to develop a good understanding of calculation, comparison and measuring through everyday practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in knowledge and understanding of the world. Children have opportunities to design things using various materials such as construction materials, play dough and creative materials. Children show an interest in technology and are confident when using technical equipment However opportunities to explore and learn about the local environment and natural environment needs to be improved.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. Children have good balance and motor control and have developed good spatial awareness. They have good hand eye coordination and show confidence and control when using small tools or constructional equipment Children are given a good level of support to help children develop confidence when using small or large equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children make generally good progress in creative development. They are able to sing simple songs from memory. Children are able to use a variety of creative materials and recognise colours. They are provided with opportunities to develop their imagination through access to a range of activities such as water, sand, singing, role-play and stories but need opportunities to reflect their own ideas when participating in drawing activities.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Improve the evaluation and assessment of individual learning needs for three and four year olds.
- Develop opportunities for children to explore and investigate the local environment.
- Improve staff's understanding of how to use practical activities to develop children's understanding of mathematical concepts, particularly aspects of calculation, measuring and comparison in terms of length and weight.
- Develop the range of opportunities for children to develop spontaneous writing.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*