



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY268480

DfES Number:

### INSPECTION DETAILS

Inspection Date	21/10/2004
Inspector Name	Jane Steventon

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Braeside Day Nursery
Setting Address	47 Braeside Road London SW16 5BG

### REGISTERED PROVIDER DETAILS

Name	Cooperhay LTD 4513475
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### ORGANISATION DETAILS

Name	Cooperhay LTD
Address	10 Roche Road London SW16 5PR

## 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

Braeside Nursery opened in 1996 and the present owner took over the nursery in 2004. It operates from four rooms in an end of terrace house situated in Streatham Vale. There is an enclosed outdoor play space. The nursery serves children from the local area.

There are currently 12 children from seven months to four years on roll, this includes no funded three year olds and two funded four year olds. Children attend for a variety of sessions. Systems are in place to support children with special needs and who speak English as an additional language.

The nursery opens five days a week all year round except for the usual bank holidays and a week's closure at Christmas. Sessions are from 08:00- 18:00.

Four full time and two part time staff work with the children. Half the staff have early Years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The nursery receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Braeside Nursery provides satisfactory care for children. The nursery provides a warm and caring environment in bright and welcoming premises. There is a range of qualification and experience within the staff team. The required policies and procedures are in place, although some lack detail and not all fully reflect the practice within the nursery. A formal induction process for new staff and written information for students on placements are not in place.

Policies and procedures relating to health and safety are in place however there was an occasion when staff action was needed to remove a potential risk to children. Good systems are in place to make sure all staff are aware of children's dietary needs.

The nursery has a good range of toys and equipment. However the lack of organisation and evaluation, results in some missed opportunities for children over 2 years to extend and develop their learning.

Staff working with the babies do not currently have specific training or experience with this age group. This results in the care provided for children under two not fully relating to the information provided for parents in the prospectus and some activities not being fully appropriate for young babies.

Staff generally interact well with children, however some staff behaviour management strategies do not foster children's development of self esteem.

Partnership with parents is satisfactory. Systems are in place to seek and share information with parents on their child's progress both on a daily and longer term basis.

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

This is the nursery's first inspection under the current ownership.

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

- A warm and caring environment is provided and the premises are pleasant and welcoming.
- The nursery provides a good range of play materials and equipment.
- Good systems in place to make sure all staff are aware of children's dietary needs.

#### **What needs to be improved?**

- Staff experience and training in caring of babies, planning and organisation of activities and play opportunities for babies and staff awareness of good hygiene practice when preparing babies food.
- Induction process for new staff and information for students about their role
- Risk assessment to make sure that all play materials are safe and suitable for children's age and stage of development
- Management of children's behaviour to ensure that consistent and appropriate strategies are always used.
- Written records to ensure that all appropriate records are signed by staff and parents and all policies and procedures relate to nursery practice.

#### **Outcome of the inspection**

Satisfactory

## **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 must take the following actions by the date shown**

Std	Action	Date
2	develop and implement an action plan that sets out how staff training and qualification requirements will be met for staff working with 0-2 years	11/11/2004

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

Std	Recommendation
2	devise and implement induction program for new staff and make sure students are clear about their roles while on placement
3	develop and implement a range of suitable activities and play opportunities for children's overall development aged 0-2 years.
6	make sure that all play materials are safe and suitable for children's age and stage of development
8	make sure all staff follow correct procedures for preparing baby's food and bottles
14	make sure all necessary records are signed by parents and staff and all policies and procedures relate to practice within the nursery

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

### How effective is the nursery education?

Braeside Nursery provides generally good care in a warm and welcoming environment. Children make generally good progress towards the early learning goals in, all six areas of learning. Appropriate systems are in place to meet the needs of children with special needs and children with English as an additional language.

The quality of teaching is generally good. Staff have an understanding of the early learning goals they provide a range of activities and play experiences. Planning identifies what they want children to learn from activities although this is not yet evaluated. Staff sometimes over direct activities, thus limiting children's opportunities to explore, investigate, experiment and make choices about their play. The system in place to record children's development, is not fully effective and the next steps in children's learning are not identified. Staff interact well with children, they are warm and affectionate. Children's behaviour is generally managed well, and staff praise their achievements.

Leadership and management has significant weaknesses this is mainly due to frequent changes of manager since the new proprietor took over. A permanent manager is now in post and plans to address the weaknesses identified. Staff have not been able to attend training to increase and develop their childcare knowledge. Most policies and procedures are in place, although some lack detail and do not wholly reflect the practice of the nursery.

There is no rigorous system to monitor of quality of teaching, effectiveness of the planning and assessment.

Partnership with parents is generally good. Good written information is provided for parents on the service and curriculum and information is regularly shared verbally. There is no system in place to involve parents in their child's learning such as information on the topics and activities planned or to share information about their child's development on a formal basis.

### What is being done well?

- A welcoming environment is provided and staff are warm and caring with children, they are familiar with their individual personalities and likes and dislikes.
- Children have good opportunities for imaginative play for example when using the home area and hairdressing materials

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● planning to make sure there are sufficient opportunities for children to compare number, link simple addition and subtraction to practical activities, have more opportunities to write for a variety of purposes and to recognise simple words.</li><li>● monitoring and evaluation of the quality of the teaching and planning.</li><li>● opportunities for children to gain independence through investigating and making decisions and choices about their play.</li><li>● opportunities for parents/carers to be involved in their child's learning</li></ul>



<b>What has improved since the last inspection?</b>
This was the nursery's first inspection under the current owner.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to take turns and share equipment. They have good relationships with each other and adults. They have opportunities to gain independence through using bathroom facilities independently, although activities are often adult directed and opportunities for children to make choices about selecting equipment and extending activities are limited.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are at ease when speaking in a familiar group and are able to express their thoughts and feelings. They have some opportunities to develop their pre writing skills although there are limited opportunities for children to write for a variety of purposes. Children develop their pre reading skills through handling and looking at books, however there are missed opportunities for children to recognise simple words and their names.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to count through repeating numbers and counting how many children are sat at the table. They have opportunities to name shapes and problem solve when completing puzzles and threading activities. There are few opportunities for children to compare number and link simple addition to practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have opportunities to learn about the world they live in, through talking about their families, things they do at home, past and present. Staff miss opportunities in activities to help children explore and investigate such as when looking at spiders webs to explore differences, patterns and ask why they make webs. There are few planned opportunities to explore different cultures, examine things and find out how they work. Children have access to a computer, play keyboard and telephones.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have a good sense of space and move confidently. They enjoy hopping, running and jumping games. Staff teach children about staying healthy. Staff do not plan enough opportunities for children to climb, balance, travel over, through and under more challenging equipment. Children are gaining confidence in using a range of small equipment such as pencils.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have opportunities to explore colour and shape through discussion about the colours they are wearing and looking at shapes during circle time. Children know and enjoy familiar rhymes and songs, however few opportunities are provided to explore dance, music and movement. Good opportunities are provided for imaginative play which children enjoy. Adult direction during creative activities limits opportunities for children to use imagination and experiment.	

**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

- develop planning to make sure there are sufficient opportunities for children to compare number and link simple addition and subtraction to practical activities, have more opportunities to write for a variety of purposes and to recognise simple words.
- introduce a rigorous system to monitor and evaluate the quality of teaching the planning.
- increase opportunities for children to gain independence through investigating and making decisions and choices about their play.
- increase opportunities for parents/carers to be involved in their child's learning through a variety of methods.

*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.*