



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 140402

DfES Number: 584187

INSPECTION DETAILS

Inspection Date	05/08/2003
Inspector Name	Gabrielle Pollock

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	African Caribbean Day Nursery
Setting Address	30 Hornsey Park Road Hornsey London N8 0JP

REGISTERED PROVIDER DETAILS

Name	African/Caribbean Day Nursery 02689929 1035863
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ORGANISATION DETAILS

Name	African/Caribbean Day Nursery
Address	51A Anson Park Tufnell Park London N7 0AR

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

The African Caribbean Day Nursery opened in 1992. The setting has three play rooms, a kitchen, office, staff room, laundry and utility room within a converted house in the Wood Green area. The day nursery serves the local area.

There are currently 22 children on roll. This includes 5 funded three-year-olds and 5 funded four-year-olds. Children attend a variety of sessions.

The group opens Monday to Friday all year round from 08:00 to 18:00.

Five full time staff work with the children, three of whom hold early years qualifications. The setting receives teacher/mentor support from the Early years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The African Caribbean Day Nursery offers satisfactory care for children. The provider is in the process of updating staff records and is committed to ensuring policies and procedures are put into practice. Most policies and procedures, other than that for lost or uncollected children, for the group are readily available to staff and parents as are activity plans and the aims and objectives for each group room. Most records are in place although they sometimes lack necessary detail and their organisation does not always ensure confidentiality.

Staff have an appropriate understanding of how to provide a hygienic and safe environment for children although some health, security and fire safety issues were not being addressed. There is a good understanding of children's nutritional needs and children's individual dietary needs are met. and Staff have a good understanding of child protection issues however the procedure to be followed should allegations be made against a member of staff needs developing. The staff have a strong commitment to implementing the equal opportunity policy and staff are aware of children's individual needs.

Management of behaviour policy is in operation although not consistently implemented by all staff. Parental involvement is valued and information on children's activities and progress is regular. The complaints procedure needs to inform parents of the role and address of the regulating body.

What has improved since the last inspection?

At the last inspection the provider agreed that at least one member of staff would be trained to hold a first aid certificate. All staff are now first aid trained ensuring children will receive adequate first aid if they require it in an emergency. The provider also agreed to ensure that fire equipment conforms to BS EN standards and is adequately maintained, this has been partly met.

What is being done well?

- The staff have a good understanding of equal opportunities and a commitment to the inclusion of children with special needs.
- Staff are aware of and meet children's special dietary needs and meals are healthy and nutritious.
- The staff work in partnership with parents and children's needs are identified and met.
- The staff have a commitment to implementing the group's policies and procedures and the reviewing of records allows the group to update information in line with changes.

What needs to be improved?

- the procedures for lost or uncollected children
- the security of premises
- the application of appropriate fire safety measures
- the maintenance and detail of written documentation and storage arrangements to ensure confidentiality
- the application of good hygiene practices encouraged in children
- consistency in managing children's behaviour
- the maintenance of the first aid box contents

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	Devise and implement procedures to be followed in the event of a child being lost or a parent failing to collect a child.	31/08/2003

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

Std	Recommendation
6	Conduct risk assessments of the premises with timescaled actions taken to minimize identified risks, to the security of the provision, and review as necessary.
6	Meet any recommendations made by the Fire Safety Officer.
14	Ensure that all records relating to day care activities, inclusive of all necessary detail, are readily accessible and available for inspection and that confidentiality is maintained.
2	Complete written documentation of the daily attendance register to contain arrival and departure times of all children and the persons looking after them and ensure a record of visitors is kept.

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

How effective is the nursery education?

The children are making generally good progress towards the early learning goals in all of the six areas of learning. There is a particular strong and effective emphasis on developing children's vocabulary. This is particularly beneficial for younger and older children. There is good provision for physical development with all aspects of this area being fully met and as a result children are confident in handling a range of equipment, their manipulative skills are well promoted and they move with control and coordination. There are good foundations for children to achieve well in all six areas of learning by the time they are five years old.

A varied and interesting range of activities are planned for throughout the year and include outings to the local environment, as well as further a field, and the celebration of cultural activities. Staff praise and give encouragement to children, which enables them to develop positive self esteem. This is further reinforced by talk, singing of traditional Caribbean songs, posters of famous people, and celebrating children's achievements on 'graduation day'.

Overall the quality of teaching and assessment promotes children's learning reasonably well, although the four year olds are not always sufficiently challenged, and activities are sometimes not adapted or extended for children of differing abilities.

The staff team are well supported by the management committee and the manager ensures that the staff work well together as a team. The manager is committed to improving the quality of the provision, and is open to ideas and suggestions from parents and staff. However, there is no system in place to formally monitor and review practices and procedures, although staff have started to do some form of evaluations on the activities offered to the children.

What is being done well?

- The nursery provides a homely environment for children to work and play. Children are happy to attend and they settle easily into the group.
- Children are confident and they have developed positive self esteem. Their achievements are praised and celebrated at 'graduation day'.
- The very good partnership with parents helps to develop continuity between home and nursery, also parents are actively encouraged to be involved in their children's learning and this is of great benefit to the children.
- Staff provide a range valuable and interesting activities through talk, traditional stories and songs and posters of famous people, which is well used to enable children to develop respect for their own cultures and beliefs, and those of others.

What needs to be improved?

- The programme for personal, social and emotional, communication, language and literacy and mathematics to be included in both planned activities, practical routines and in free play;
- The programme for communication, language and literacy to include more regular opportunities for older children to learn the sounds letters of the alphabet make, story session to be more challenging for the older children and the book area to be more appealing for children to use;
- Children's access to toys and play equipment so that they can make choices for themselves and initiate their own play;
- Short term plans to identify more clearly what children are to learn, which individual or group of children will be targeted, and how activities will be adapted or extended to meet the needs of older or more able children;

What has improved since the last inspection?

Staff have made satisfactory progress in their work towards meeting the targets in the action plan in response to the two key issues identified in the previous OFSTED inspection that took place in 1999. Staff were asked to develop a programme for children to learn the sounds that letters of the alphabet make and learn about rhymes and syllables. Staff provide opportunities for children to participate in reciting rhymes on a daily basis. Although staff now use a commercialised scheme for children to learn to use letter sounds, opportunity for this area of learning only occurs once a week and is not consistent enough for the older children to become fully familiar. This still remains a key issue.

Shortcomings were identified in the programme for personal, social and emotional development and staff were asked to develop strategies to avoid children 'waiting' in between changes of activities and 'queuing' for the toilet as these were identified as the only times when staff had difficulties managing children's behaviour. These occurrences continue on a regular basis, particularly during the change over of morning activities, and before lunchtime. This still remains a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The nursery provides a homely environment for children to work and play. Children demonstrate confidence and self respect, and are given praise and encouragement for their efforts and achievements, which is also celebrated on 'graduation day'. The children relate well with staff and their peers, showing care and concern for the younger members. There are many worthwhile resources to help children understand culture and diversity. Children's behaviour is not well managed during 'waiting' times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Both three and four year olds talk confidently as they play and use language to express their thoughts and plans. Staff use good communication technique to extend children's vocabulary. Children are practising writing skills effectively. A good range of books are available to the children, though the book area is less inviting. Name cards help children learn to recognise their names, and those of others, but limited opportunities offered to help older children to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children recognise numbers one to ten, and are developing good understanding of the value of such numbers, which they accurately place in order. Some children can count up to number twenty and beyond. Children are gaining competence in recognising and naming shapes, and they are invited to sort, match and make comparisons. Overall, there are limited opportunities for problem solving, and older children in particular are not always sufficiently challenged as this area of learning is inconsistent.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Families are warmly invited to become involved in the life of the nursery and this involvement, and the questions asked by staff, encourages children to talk about their past and present events. Outings to the shops and places of interests help children to understand about their environment and the work that adults do. Available are interesting activities to help children learn about various cultures and beliefs. There are insufficient opportunities for children to experiment and explore.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Staff provide children with a range of activities to develop their large muscles. The outdoor equipment for climbing and balancing is plentiful and ranges from small to quite large. Planned activities such as ball games foster increasing skills and accuracy. Music and movement sessions are well planned, and help children move confidently and rhythmically to music, and they respond well when they are expected to follow instructions. Manipulative skills are well promoted.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Worthwhile activities are planned to enable children to explore colour, texture, shape and form. Displays of children's work demonstrate that their drawings and paintings are showing good detail and that they are using their imagination to express their own ideas. Children enjoy singing songs and they can recall the words of traditional Caribbean songs. They shake and tap a range of musical instruments in order to explore and experiment different sounds. Role-play is rarely seen in planning.	

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

- extend short term plans to include clearly what children are to learn, resources to be used, grouping methods and adaptation or extension of activities for children of differing abilities;
- strengthen the programme for communication, language and literacy to place more emphasis on older children learning the sounds of the letters of the alphabet, organise the story time session to provide more challenge for the older children and make the book area more inviting;
- develop opportunities for children's learning in communication, language and literacy, mathematics and personal, social and emotional development to be promoted in planned activities, practical routines and free play;
- give consideration to how resources and play equipment are stored and presented in order to increase accessibility and choice.

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.