



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 138224

DfES Number: 585072

INSPECTION DETAILS

Inspection Date	01/12/2003
Inspector Name	Lindsay Ann Farenden

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The David Nicholas Creche
Setting Address	Bond Primary School Bond Road Mitcham Surrey CR4 3HG

REGISTERED PROVIDER DETAILS

Name	London Borough of Merton
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ORGANISATION DETAILS

Name	London Borough of Merton
Address	Education, Leisure & Libraries Department Merton Civic Centre London Road Morden SM4 5DX

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 David Nicolas Crèche opened in 1991. It operates from a purpose build modern building. There is one main play room, small room used for children to sleep in, children's toilets, staff toilets, kitchen and office. There are two outside play areas. The crèche serves the needs of The London Borough of Merton employees.

There are currently 36 children from 10 months to 4 years on roll. This includes 2 funded children. Children attend for a variety of sessions. The nursery currently supports a few children who speak English as an additional language.

The Crèche opens 5 days a week during school term times.

Full Day Sessions are from 08:00 to 17:30

Morning Sessions are from 08:00 to 13:00

Afternoon Sessions are from 12:00 to 17:30

1 part time staff and 7 full time staff work with the children. Over half the staff have early years qualifications to NVQ level 3. The setting receives support from the Early Years Development and childcare Partnership.

How good is the Day Care?

The David Nicolas Crèche provides good quality care. The environment is child centred and well maintained. The atmosphere is friendly relaxed and welcoming.

The provision is provided in one room. Children have opportunities to mix with children of all ages and older children learn how to be caring to-wards younger children. Siblings are able to have constant contact with each other.

The provision provides a good range of play materials and activities. The children are interested in using the play materials and taking part in the activities. The home corner could be developed to further children's imaginative play and learning. There

is a good range of multi cultural and anti discriminatory toys and books.

The staff are clear about their roles and responsibilities and the crèche has good staff/child ratios. Employment of staff could be more effective at certain times of the day. The interaction between the staff and children is excellent. Staff join in with the children's play and assist them in completing tasks and activities. Staff are child focused and show an interest in children's play and what they say. The children are well behaved and staff were observed offering children lots of positive praise and encouragement. The children are encouraged to develop confidence and independence.

Staff promote good hygiene practice within children's daily routine. Effective systems are in place in relation to health and safety procedures. Clear policies and procedures are in place for the administration of medication and recording accidents. For extra security the garden fence needs to be made higher.

The nursery has effective systems in place for staff to work in partnership with parents, however there are no formal meetings held with parents to discuss children's developmental profiles. Staff give attention to children's individual dietary needs.

All documentation and policies are in place. Attendance records do not include arrival and departure times.

What has improved since the last inspection?

Four actions were made at the last inspection which have been met. Extra hygiene precautions are taken to clean up bodily fluids. There is always one member of staff present with first aid training. The pond in the side garden has been securely covered. Vehicle and drivers documentation are maintained on file in the nursery.

What is being done well?

- The operational plan is comprehensive and effectively put into practice. Over 50% of staff have child care qualifications. Staff are child centred and interact well with the children. Staff acknowledge children's individual needs at all times.
- The crèche provides an excellent range of play materials and equipment, which is clean, well kept and up to date. Good range of play materials reflecting positive images of culture and disability. Children have access to all toys regardless of gender.
- The crèche provides a happy, stimulating child centred environment for children and effective use is made of space. The garden is used on a daily basis (weather permitting.) Good toilet facilities which children are helped to use independently. Storage space is well organised.
- Children are helped to learn good hygiene practice. First aid procedures and for administering medicine are effective and understood by all staff.

- Staff have a good understanding of children's dietary needs. Culture and special dietary meals are provided.
- Staff have a positive attitude to caring for children with special needs. Staff work in partnership with the parents and outside agencies to meet the child's individual needs.
- Staff build up good relationships with the parents. They respect parents wishes and exchange information with them verbally on a daily basis.

What needs to be improved?

- the security of the outside play area.
- systems for sharing observations and developmental profiles of children with their parents.
- the systems to ensure the arrival and departure times are recorded in the daily attendance register.
- the systems to ensure babies sleep times and food intakes are recorded.

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	Ensure children's arrival and departure times are recorded.
2	Ensure staff are effectively deployed at all times
3	Provide a further range of equipment in the role play area, in order to develop children's learning and imaginative play.
6	Make sure garden is made completely secure and inaccessible to the general public
8	Records babies feed and food intakes.

12	Provide opportunities for parents to receive regular information on written observations and children's individual developmental profiles.
12	Ensure complaints policy includes Ofsted Early Years address and telephone number
6	Devise a plan to record children's sleep

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

How effective is the nursery education?

The David Nicholas Crèche provides acceptable and good quality education where children are making generally good progress towards the early learning goals.

The quality of teaching is generally good and staff have a good knowledge of what the children already know. Staff provide a good range of activities that are related to planned projects. They have a good knowledge of the curriculum guidance for the foundation stage, however not all staff sufficiently understand how to interact with children to extend their learning. Resources are of good quality, and are well organised to increase children's independence, although there are too few planned opportunities for creative, physical, and imaginative play. Planning and resources related to knowledge and understanding of the world are poor.

Staff observe and make notes of children's progress in some areas of learning, however their assessments are not sufficiently frequent, related to all six areas of the early learning goals, or show how they are linked to planning.

Maths development is supported by good accessible resources and staff interaction.

There are good systems in place to support children with special educational needs, and parents are consulted about their child's learning needs.

Leadership and management is good. There is a shared commitment to continually assessing and improving, and an ongoing programme for staff training and development.

The partnership with parents is good. Parents are well informed about the group and have access to information about the way the group runs and the curriculum for the foundation stage.

Staff make themselves available on a daily basis and parents are welcomed into the group. Communication with parents is good, although there are no formal opportunities for parents to discuss future learning objectives for their children.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested, and are able to work independently.
- Children are well behaved and have good relationships with staff, they relate well to each other and work together harmoniously.
- Staff understanding of the early learning goals and the stepping stones leads to well planned activities which engage and sustain children's interests and efforts.

- Children are confident speakers and have good vocabulary, they are able to concentrate and sit still when appropriate.
- Staff support children's learning by asking open ended questions, and showing interest in what children say.
- Good leadership ensures ongoing improvements by self assessment and staff training opportunities.

What needs to be improved?

- teamwork, to ensure all staff take responsibility for engaging with children in all activities.
- planning, to ensure that funded children have access to all activities under the six areas of learning, and that learning objectives are linked to observations of children's individual progress.
- the opportunities for parents to meet formally with staff to share observations of children's progress and agree the next steps for learning.
- the opportunities for children to say and use number names in all activities, and to use writing for different purposes.
- the opportunities for children to learn about the natural world and features of living things and the uses of everyday technology and communication.
- the planning for the use of the outside play area so there are clear objectives for children's learning.
- the use of the imaginative play resources and planned opportunities for children to move imaginatively to music and dance.

What has improved since the last inspection?

The group have made generally good progress since the last inspection. Planning has been fully reviewed and updated twice. It includes activities related to the six areas of learning and clear objectives in relation to the stepping stones. All staff have had the opportunity to further their knowledge of planning during an in-house training day.

A rota system has been devised for children to help at snack time and lunch time. Children take responsibility for giving out the drinks and clearing away dishes.

Planning identifies resources and activities that are used to develop children's understanding of linking sounds to letters of the alphabet. Children start by learning the sounds of the letters in their names.

The setting has created a woodland area in the garden with a pond and bird table. Children have access to this area and planning includes use of the area for specific topics. Children feed the fish in the pond, and plant bulbs in tubs in Spring. There is a very small poorly resourced nature tray that is used during circle time. This key

issue has not been fully met, as there continue to be too few planned opportunities and accessible resources for children to investigate and handle objects and living things related to the natural world.

Staff meet with parents individually when children enter a funded place. However there are no further formal meetings to share information about children's progress at home and at the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. Children are confident with selecting and using the available resources independently. They persist for extended periods of time at an activity of their choosing, and often repeat tasks that they enjoy. Children concentrate well during large group activities. They are well behaved, play together co-operatively, and have a good understanding of right and wrong. Children form good relationships with each other and staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area. They communicate well with staff and each other. They are able to recall real events and experiences related to home life. They enjoy listening to stories, and join in with their own observations of what they have heard and seen. Children are confident with naming and sounding the letters of the alphabet. There are too few opportunities for children to use writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. They have a good understanding of number, although there are too few opportunities for children to say and use number names in all activities. They are confident with using mathematical language, and can recognise and use addition to combine two groups of objects. They are able to recreate simple patterns, and show an interest in shape and space by playing and making arrangements with objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress is limited by some significant weaknesses in this area. There are too few planned opportunities and resources for them to learn about the natural world and features of living things. Children remember and talk about significant things that have happened to them. There too few planned opportunities and accessible resources for children to build and construct, and to learn about everyday technology and communication.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress is limited by some significant weaknesses in this area. They have good hand and eye co-ordination, and show increasing control when using small equipment. Planning does not identify opportunities for children to develop skills in catching, balancing, climbing, travelling around, under and over, and manoeuvring or steering. It also does not identify learning objectives for the use of the outside play area.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	<p>Children's progress is limited by some significant weaknesses in this area. They have a good knowledge of different colours. They sing simple songs from memory, and repeat and make up rhythms using musical instruments. Planning does not include opportunities for children to move imaginatively to music and dance. Children do not make good use of the imaginative play resources, and there are too few opportunities for children to use their imagination in art.</p>

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

- Review planning to ensure that funded children have access to all activities related to the six areas of learning.
- Improve staff deployment to ensure children receive sufficient support and interaction to help them make progress towards the early learning goals.
- Implement a system to ensure that future learning objectives for individual children are identified with parents, and are linked to planning.
- Improve resources and planned opportunities for physical and creative development, and knowledge and understanding of the world.

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.