



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 144095

DfES Number: 531445

INSPECTION DETAILS

Inspection Date	28/09/2004
Inspector Name	Pamela Bailey

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Clive Hall
Setting Address	54-56 Clive Road West Dulwich London SE21 8BY

REGISTERED PROVIDER DETAILS

Name	Clive Hall Day Nursery Limited 03581632
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ORGANISATION DETAILS

Name	Clive Hall Day Nursery Limited
Address	66 Moyser Road London SW16 6SQ

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

Clive Hall Day Nursery opened in 1998. It operates from a converted church which has been refurbished to accommodate the nursery.

The premises comprises of a separate self contained baby unit with adjacent outdoor play area, two playrooms, a Montessori class room, children's toilet and washing facilities, staff facilities, kitchen, office and outdoor play area.

There are currently 60 children aged from three months to under five years on roll. This includes nine funded three year olds and three funded four year olds. Children attend a variety of sessions.

The group opens five days a week, 51 weeks a year. Sessions are from 08:00 to 18:00.

The manager plus 17 members of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3.

The setting uses the Montessori method of teaching and also receives support from the inclusion worker and an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Clive Hall Day Nursery provides good quality care for children. The nursery focus on providing an environment where children can learn through play. All aspects of the provision are very well organised and effective use is made of the staff, space and resources to ensure that all children are well cared for and make good progress in all areas of their development.

The staff work well together as a team. They understand and consistently implement the policies and procedures. They are fully involved in planning a wide range of activities to ensure that the children's all round developmental needs are met. They have sound knowledge of each child's individual needs and interests. Staff ensure

that the organisation of the day allows them to play and talk with the children throughout activities and daily routines.

Staff give high priority to ensuring children are safe both inside and outside the nursery. They have very good understanding of health and safety issues and consistently carry out the procedures outlined in the comprehensive safety procedures. Staff give impeccable attention to implementing and developing children's understanding of good hygiene practices.

The policies are thorough, clear and well written, although the child protection procedures lacks some details. Record keeping is of a very good standard.

Parents receive excellent information about the setting and their children's developmental progress. There is a clearly written, informative parents pack. Regular meetings and key workers are available to talk to parents on a daily basis. The daily contact diaries are used well to share information.

What has improved since the last inspection?

At the last inspection the group agreed to provide evidence of the gas, electrical and Environmental Health inspections, comply with the fire safety requirements and ensure electrical wires in the baby unit are safe, update the complaints procedures, obtain details of the Special Educational Needs Code of Practice, ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations and make staff toilets inaccessible to the children. All safety inspections and fire safety requirements have been carried out. Areas not used by the children are inaccessible. The required policies are in place and the contents of the first aid box complies with Health and Safety Regulations.

What is being done well?

- Staff have a good understanding of each child's stage of development. They observe and record what children do in order to plan activities that help them to make progress in all areas and move children on to the next stages of their learning. Everyday routines are used to build on children's learning and encourage independence.
- Children are able to self select and make choices from the extensive and excellent range of Montessori, indoor and outdoor toys, equipment and resources which are readily available to them. Many of which reflect positive images of race, gender and disabilities.
- Staff gives high priority to ensuring children's safety. Children are well supervised at all times. They ensure that the health and safety procedures are adhere to throughout the nursery and are vigilant about fire safety. Effective systems for recording and monitoring safety are in place.
- The staff give good attention to children's health and hygiene. Children develop good hygiene practices and know when and why, for example, they need to wash their hands. The nursery is very well maintained.

- Staff have a positive attitude to managing children's behaviour. Children know the boundaries and responds well to requests such as tidy away and explanations for taking turns.
- Staff provide parents with very good information about the setting and their children's progress. There are opportunities for parents to share information and be involved with their child's learning. The policies and procedures are clearly written, thorough and regularly reviewed.

What needs to be improved?

- the child protection policy to include procedures to be followed in the event of an allegation made against a member of staff.

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
13	Ensure that the child protection policy includes the procedures to be followed in the event of an allegation made against a member of staff

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

How effective is the nursery education?

Clive Hall Day Nursery provides very good-quality nursery education which enables children to make very good progress towards the early learning goals. The provision for all areas of the curriculum is very good and well planned.

The quality of teaching is very good. The staff have a very good knowledge of the early learning goals and they use these to plan interesting activities and know what they want the children to learn from them. Staff provide an excellent range of equipment and resources which staff use well to support children's progress in all areas. Children are able to make choices and develop independence.

The staff manage the children very well and they relate and interact very well with them. The children are polite, well mannered and well behaved. They are happy to be at nursery and are enthusiastic and very involved in all aspects of their learning.

Very detailed recording and assessment sheets are used to check and record the children's progress towards the early learning goals and targets are set for each child. Although there are no children with special educational needs attending the setting, there is an effective system in place to provide good support.

The leadership and management of the nursery is very good. The staff work very well as a team and are strongly committed. The manager is involved in the planning of the curriculum with the staff and she regularly monitors and evaluates the quality of teaching.

The partnership with parents is very good and contributes to the children's progress towards the early learning goals. The parents feel very involved with the nursery and they are given much information including regular newsletters and written reports on their children.

What is being done well?

- Children are confident and secure in the nursery and considerate of others. Staff use good strategies to promote good behaviour and consideration for others. They give children clear consistent boundaries. Their calm and polite manner sets a good example for children.
- Children are achieving their full potential as young learners because staff are committed and work well as a team guided by a confident and well informed management. They have a shared purpose and approach to children's learning, very good understanding of the stepping stones and early learning goals and know how children learn. They plan very well balanced opportunities for the children to practice previously acquired skills and help them to develop new ones.

- Relationships between staff, children and their parents are very good. Parents are kept well informed of their child's progress. This help the children to develop their confidence and support all aspects of their learning.

What needs to be improved?

- the length of time given to afternoon circle time

What has improved since the last inspection?

Very good progress has been made since the last inspection. There are lots of opportunities for children to learn about their immediate environment through gardening, investigating insects and growing things, through projects and arranging people from the local community to visit the nursery. Making use of the local resources such as visits to the library. The partnership with parents is very good The nursery has implemented a comments/suggestion book, parent feedback sheets, daily contact sheets. They are invited to take part in activities and on outings. There is an open door policy. Parents are happy with the service received.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen and motivated to learn. They concentrate and become highly involved in activities. They play well together and learn to take turns and share. Children are well behaved. Children have lots of opportunities to develop their independence through practical experiences such as pouring drinks and selecting activities. They are able to take care of their personal needs such as dressing themselves and washing their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly and confidently, holding lengthy conversations with adults and peers. Staff skilfully plan and support activities to extend children's language through asking questions and giving new information. Children have lots of opportunity to recognise their names and several children can write their names and letters are generally correctly formed. Children handle books appropriately, understand that print carries meaning and enjoy story time.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers confidently during practical experiences. They can count beyond ten and are confident to initiate conversations involving numbers. Children have opportunities to problem solve for themselves, make patterns, positioning, sequence and weigh. Good one to one and small group activities extends children's understanding for example recognition of numbers, adding, subtracting, counting in tens, using units, tens and hundreds.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to learn about the world they live in. Well planned activities, use of the outdoor area and outings offer the children lots of experiences such as learning about people in the community, living things, the natural world and different cultures. They have opportunities to learn about information technology and are confident when using the computer. Children are able to build and construct using a variety of materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children use a wide range of large and small equipment for a variety of purposes. They handle scissors, pencils, paintbrushes, cutlery with increasing control. Outdoors they are set challenges to develop physical skills such as balancing, manoeuvring wheel toys around obstacles. They are encouraged to think about and to understand what happens to their bodies for example when active they get hot and staying healthy through exercise and healthy eating.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children have excellent opportunities to explore music, rhythm, movement and dance. They respond enthusiastically to what they hear, see, smell and taste. Children have opportunities to explore colour, shape, space and texture through sand, water, play dough, cornflour and art and craft activities. Children know and enjoy familiar songs and rhymes. Children draw on their experiences and imagination as the set up a restaurant making different types of foods and writing menus.</p>	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the organisation of afternoon circle time so that there is little disruption and allows for all children benefit from activity.

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.