



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 123109

DfES Number: 500438

### INSPECTION DETAILS

Inspection Date 17/05/2004  
Inspector Name Michelle Smith

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Carmena Christian Day Nursery  
Setting Address 47 Thrale Road  
Streatham  
London  
SW16 1NT

### REGISTERED PROVIDER DETAILS

Name Carmena Day Nursery Ltd 3500833

### ORGANISATION DETAILS

Name Carmena Day Nursery Ltd  
Address 8 Blandfield Road  
London  
SW12 8BG

## 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

Carmena Christian Day Nursery registered in 1990. It operates from the ground floor and first floor of a house in a residential area in Streatham South London.

Children who attend are mainly Christians as Christian faith is incorporated in day to day running of the nursery. However the nursery welcomes children from different faiths. The nursery operate from Monday to Friday 8am till 6pm.

The nursery is registered to care for 43 children aged from 6 months to under 5 years and currently has 31 children on the role who attend a variety of sessions each week. Currently there are 3 funded 3 year olds and 1 funded 4 year old. Currently there are no children with special educational needs attending the nursery. 8 members of staff work with the children and out of these 7 have a childcare qualification to level 2 & 3 in childcare.

### How good is the Day Care?

Carmena Day Nursery provides satisfactory care for children under 5 years.

The premises are warm and welcoming and the space is used well to meet the needs of the children. Most aspects of safety and hygiene are satisfactory.

The staff have good relationships with the children. They have a positive and consistent approach towards managing the children's behaviour, encouraging children to be well behaved and creating an environment where good behaviour is valued and encouraged. This works in partnership with the Christian ethos of the nursery. There is a strong emphasis on equal opportunities throughout the nursery. However, provision reflecting positive images of disability is limited.

Children are grouped according to their age and with sufficient staff deployed to work directly with them. However not all staff in a supervisory position hold a relevant level 3 childcare qualification. Not all relevant records are in place.

Activities for the over 2's are satisfactory and staff support and encourage them in their activities generally well. Activities for the toddlers are not well organised. The provision for babies is satisfactory. Staff are attentive to meeting babies' individual needs for eating and sleeping and to exchanging information with their parents. They provide babies with a variety of age appropriate play experiences. There are suitable toys and equipment for children under 5 years.

The staff work in partnership with parents, respecting parents wishes regarding the care of their child and regularly exchanging information regarding their child's progress. Children's personal care and dietary needs are discussed with parents and effective procedures are in place to ensure that they are met.

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

The setting has met most of the action from the last inspection. One manager has completed the NVQ level 3 in childcare. Staff complete health declaration forms. Staff records are now stored in the office. Records of children's arrival and departure are still not completed accurately to meet national standards. Children's rest period is now organised to meet the needs of the children. French lesson is now organised to meet the interest and allows children to participate. Children are provided with appropriate bedding. The garden area has been made safe. Windows and radiators have been made safe and inaccessible to the children. The kitchen and first floor staff/laundry room are now inaccessible to the children. Copy of driving documents have been made available for inspection. Glass panels in the cabinet on the first floor has been made safe. Meal times now provide children with more opportunities to develop independence and menus consist of a more healthy choice. Provision reflects positive self images, however not of disability. The Complaints policy now includes OFSTED details. Not all record of accidents and incident are signed by parents. OFSTED informed of significant changes.

Other actions yet to be met relates to the arrangements for the manager and the deputy to be present on the premises. Safety in regards to entry into the building and updating staffs knowledge of safety issues.

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

- Good behaviour is valued and encouraged through out the nursery, staff have an positive and consistent approach towards behaviour management.
- The environment is warm and welcoming for the children and parents.
- Staff work closely with parents, sharing information with them on their children's on going progress.

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

- the planning and presentation of activities to the toddlers to ensure there is a stimulating range and balance of activities to help toddlers make progress in

all areas of their development

- the keeping of records, including ensuring medication administered to children is accurately recorded; that records of accidents are countersigned by parents and that accurate daily record of the times of arrival and departure of children and staff is kept.
- all supervisors to hold a level 3 childcare qualification
- resources and activities promoting positive images of disability

### 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 supervisors will achieve a level 3 qualification	01/08/2004
14	Keep a daily record of the arrival and departure times of children and staff.	20/05/2004

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

Std	Recommendation
3	Plan and provide an interesting and stimulating balance of activities for children aged 18 months to 2 years, which takes account of their individual needs and help them to make progress in all areas.
7	Make sure that all medication administered to children are recorded accurately and that the record of accident is countersigned by the parent when the child is collected.
9	Make sure children have access to toys and resources that reflect positive images of disability.

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

### How effective is the nursery education?

Carmena Christian Day Nursery offers good quality education overall, which enables children to make generally good progress towards the early learning goals, although there are significant weaknesses in mathematics and knowledge and understanding of the world.

Teaching is generally good. Staff are aware of children's needs and general development, and are caring and affectionate. They plan an effective routine for children, although the lack of space limits the range of resources made available for children to select. Observations of children's progress are undertaken, as are evaluations of some activities. However, these are not fully used by staff to define future targets for each child and extend more able children. Staff encourage children to build up their vocabulary and to attempt writing for a variety of purposes. They also encourage counting and number recognition. However, staff do not plan effectively for children to calculate and measure using a range of resources and activities. They also do not provide opportunities for children to examine change or explore why things work.

Staff encourage children to behave well, by valuing and praising good behaviour. They also provide additional resources to extend children's physical development, through visiting the local playground. Although staff provide some opportunities for children to be creative in art and craft activities, children do not have free access to malleable materials, textures and junk resources to encourage their design making.

Leadership and management are generally good. The manager and staff meet regularly to discuss planning and children's needs. However, there are few opportunities for staff to evaluate and monitor the educational provision being offered.

The staff generally work well in partnership with parents, sharing verbal information with them about their children's progress and needs, and taking account of information provided to plan for the care of each child.

### What is being done well?

- Children enjoy writing for a variety of purposes. The staff team encourage them by providing a range of writing resources in the main play area and the garden. The children understand that print carries meaning. They enjoy writing their names, and finding one another's names, during most areas of play.
- The staff are caring and affectionate towards the children, creating an environment where children feel secure and confident. Children have good relationships with staff and respond well to them, and to the expectations of

the setting. Staff are good role models, which encourages the children to share, take turns and be caring towards one another.

- Children show increasing levels of perseverance and are able to sustain concentration to complete activities. They have well developed self care skills, and help to hand out drinks, lay the table and tidy away the toys.
- Children have well developed vocabulary and enjoy talking to one another and the staff team. They make valid contributions in circle time, taking turns in conversation and responding well to questions asked. They use their vocabulary to initiate play with one another and to seek support from staff.
- Children enjoy role play, engaging in play based on their first hand experience. They take part in singing, having built up a good repertoire of songs, and they enjoy moving to action rhymes and music.

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

- the planning, to ensure children are fully extended and staff differentiate activities to take account of children's individual progress
- staff awareness of knowledge and understanding of the world, so they can effectively plan for children to explore why things work and examine difference and change
- staff awareness of mathematics, so they can extend children's mathematical thinking and encourage calculation and measurement in everyday play
- opportunities for children to access more space within the nursery, and to choose from a wider range of resources to support their learning
- opportunities for children to express themselves within craft and design, using their own imagination to create and assemble using a wide range of malleable materials and junk resources

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

Four key issues were made at the last inspection

1. develop existing records to ensure they are used to monitor children's ongoing progress towards the early learning goals

Progress has been made, with staff now using weekly sheets to monitor children's progress under the early learning goals.

2. improve staff's knowledge of mathematical development

Limited progress has been made. Although some staff received training in this area a few years ago, the staff currently working with funded children only have limited knowledge of this area.

3. introduce a policy which has regard to the Code of Practice for the identification

and assessment of special educational needs

There has been good progress in this area. A policy has been devised and the manager attends regular training through the local authority to improve her awareness.

4. ensure children are able to select further resources for themselves

Progress has been made, with staff making toys and resources more accessible to children. However, because of the size of the room, the resources available are still restricted.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate well from their main carer and seek support from staff when necessary. They link up well with other children for play and have well developed friendships. Their self care skills are well developed. Staff encourage children to learn about a range of cultures and beliefs. Children are well behaved and adapt their behaviour according to the activities and routine of the day. They have insufficient opportunities to move freely and to choose from a wide range of resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well, linking up with each other to initiate play. Staff encourage children to extend their vocabulary through stories, songs and conversations. Children listen well to stories, responding well to questions raised. They enjoy taking part in singing and have built up a wide repertoire of songs. Children are confident at recognising and attempting to write familiar words, and they enjoy writing for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children recognise and name primary colours and can sort resources according to colour and size. Children count confidently up to 10 during a range of every day play opportunities, and can recognise some numbers. They construct with a purpose and can use simple mathematical language to describe difference and similarity. Children can name basic shapes and can recognise these in everyday play. There are few opportunities for children to measure and calculate.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children have opportunities through activities and resources, to learn about a range of cultures and beliefs. They explore texture when undertaking craft activities. Children are given opportunities to develop an awareness of nature and living things. Their sense of time is encouraged and they enjoy using the ICT equipment. There are too few opportunities for children to explore how things work, examine change and to create and design using a wide range of objects and junk materials.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children climb confidently on the climbing frame, manoeuvre bikes, throw and catch balls and enjoy running and balancing. They move creatively to action rhymes, moving their bodies according to the instructions of the song. Themed activities encourage children's awareness of their body and healthy eating. Fine motor skills are encouraged when children play with equipment in the sand and water, when they use pencils and chalk to write and draw, and when they construct puzzles and resources.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy taking part in role play, undertaking activities based on their own first hand experiences. They show imagination when acting out familiar stories, playing alongside other children engaged in the same theme. They enjoy taking part in singing and joining in with action rhymes. They play with sand and water, manipulate dough and use colours and textures in craft activities. They have insufficient opportunities to express their own ideas and creativity in art and design.

**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 planning, to ensure children are fully extended and the staff differentiate activities to take account of children's individual progress
- raise staff's awareness of knowledge and understanding of the world, so they can effectively plan for children to explore why things work and examine differences and change
- raise staff's awareness of mathematics, so they can extend children's mathematical thinking and encourage calculation and measurement in everyday play
- provide opportunities for children to access more space within the nursery, and to choose from a wider range of resources to support and extend their learning

*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.*