



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY224877

DfES Number: 532400

INSPECTION DETAILS

Inspection Date 27/07/2004
Inspector Name Lisa-Marie Jones

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Alpha Day Nursery
Setting Address St. Johns Congregational Church Hall,
Bensham Manor Road,
Thornton Heath
Surrey
CR7 7AG

REGISTERED PROVIDER DETAILS

Name Mrs Yetunde Adedotun Osonaike

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

Alpha Day Nursery has been open since July 2001.

It operates from a church building located on a main road in Thornton Heath, and serves the local area. Children are divided into age appropriate groups and have access to a secure garden area.

There are currently 51 children on roll. There are funded places for 12 3-year-olds and 4 4-year-olds. Children attend for a variety of sessions. There are no children attending who have identified special needs or who speak English as an additional language.

The nursery is open five days a week for fifty weeks of the year, closing at Christmas and for a week during the summer. Operational hours are 07:30 - 18:00.

A total of 15 staff work with the children. All staff have early years qualifications.

The nursery receives training and support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Alpha Day Nursery provides satisfactory care for children aged 6 months to 5 years.

Regular risk assessments are carried out by staff to ensure children are safe both inside and outside of the nursery. Staff follow good hygiene practices at all times, although they are not always vigilant at ensuring the rooms are appropriately ventilated.

Staff work well as a team and are able to carry out duties efficiently, to enable the smooth running of the group. The setting is very calm and children are well behaved in general, although lack of stimulation does lead to slight disruption. Staff are effective at managing children's behaviour and encourage children to be kind and respectful towards one another. The behaviour management policy does not include

how bullying or physical intervention would be dealt with.

Staff relate to the children well and take part in activities and encourage and praise the children when appropriate. Children have good relationships with each other and share when taking part in activities. Staff do not plan a broad curriculum for children under 2 and there is a lack of toys. The space available for activities is not creatively organised by staff.

Partnership with parents is good. Staff are professional and promote confidentiality at all times. There are clear procedures and policies that are adhered to by both parents and staff. A clear operational plan is not in place.

What has improved since the last inspection?

At the previous inspection the provider agreed to conduct a risk assessment in the baby room and keep a signed record of accidents to children.

Detailed risk assessments are carried out throughout the nursery and all rooms keep appropriate accident records.

What is being done well?

- Staff give priority to the children's safety. They follow very detailed risk assessments and where actions are highlighted they are followed through. This is overseen by a trained Health and Safety officer.
- Staff are rigorous at following hygiene procedures and ensure children are competent when attending to their own personal hygiene practices.
- Staff have good relationships with children. They interact well and are constantly singing to children and offer comfort to those who might be unsettled. They take part in activities with children and are cheerful when carrying out their duties.

What needs to be improved?

- the organisation of resources and activities
- the behaviour management policy
- the planning of activities for children under 2
- the quantity of toys
- the ventilation
- the operational plan

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

Std	Recommendation
2	Devise and implement an operational plan.
3	Plan a range of suitable activities and play opportunities for children under 2 years.
4	Ensure that the premises are well ventilated.
5	Provide and creatively organise a suitable range of toys and activities, in order to meet the developmental needs of children from 6 months to under 5 years.

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

How effective is the nursery education?

Alpha Day Nursery provides good quality education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in communication, language and literacy.

The quality of teaching is generally good. Staff manage the children well and have good relationships with them. They plan a variety of practical activities, but do not always understand what children learn from them. Some activities lack challenge for more able children and therefore are unable to maintain children's interest. The outdoor area is not planned well. Children with special educational needs are well supported by staff to ensure they can fully participate in the full range of the pre-schools activities. Children have ample opportunities to take part in a range of creative activities, however they are not always organised to extend on children's knowledge and allow them to be independent learners and to develop their own ideas and imagination. Staff assess what children do but this is not always evaluated and incorporated into planning.

Leadership and management is generally good. The setting is clearly managed with the provider taking responsibility for the organisation and deployment of staff. Staff are given the opportunity to put forward ideas, and to contribute to the written planning. The provider and manager are committed to improvement and are aware of their own strengths and weaknesses, but need to implement effective systems for monitoring and evaluating the education.

The partnership with parents is generally good. Parents have ample opportunities to discuss children's progress formally and informally and are informed about forthcoming events and the curriculum. Parents are not aware of the importance of the six areas of learning and how they support children's development.

What is being done well?

- Children with special educational needs are well accommodated and are fully included in the nursery. Staff work closely with parents and professionals and detailed records are kept to ensure that their development is monitored closely.
- Children are exposed to culture awareness on a regular basis. Staff are competent at sharing and discussing cultures and beliefs through singing and reading and topic work. Resources are gathered from various places, including contributions from parents.
- Children make very good progress in communication, language and literacy. They are competent in reading and writing and are given good opportunities to develop their skills in writing.

What needs to be improved?

- the opportunities for children to extend on their existing knowledge and to develop their imagination or experiment with their own ideas during creative activities
- the use of evaluative evidence for focus activities and observations to record how children move from one stage to the next of the early learning goals
- the use of observations to inform planning with regard to meeting children's individual needs
- the information given to parents regarding the six areas of learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, and interested in their learning. Not all activities are well planned to maintain their interest or stretch more able children. Children form good relationships, and are beginning to take turns and share. They are developing skills to manage their own behaviour and to understand right from wrong. They have good self help skills. Trips are undertaken and visitors come to the nursery to make their learning real.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children and adults talk freely and confidently to each other. Children enjoy looking at books, know how to handle them and enjoy having stories read to them. Children have regular opportunities to practice writing and to understand that print has meaning. Many children can write and recognise their names and other simple words. Children have opportunities to learn French.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count confidently up to ten and older children beyond 20. Children know shapes and can recognise numbers. There are limited opportunities to use maths in everyday activities. Children are beginning to use simple addition and subtraction and to compare size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children construct purposefully and confidently. They explore the natural world with enthusiasm and have knowledge of things that live and grow. Staff provide a range of materials and activities for children to explore with all their senses. Children can recall past and present events and learn about the cultures and beliefs of others. Children have limited opportunities to use everyday technology and explore how and why things work.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently with control and co-ordination and have opportunities to ride bikes, use tunnels, trampolines, and to play with bean bags, hoops and balls both inside and outside. The outside area tends not to be planned well for these activities. Children are developing their fine motor skills with the use of pencils, rolling pins, cutters and scissors. They have opportunities to recognise the importance of staying healthy and explore how the body works.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are confident to use their imagination in role play. They know their colours and are able to match, mix and grade them. They are given regular opportunities to take part in painting, sticking and other creative activities, but staff do not organise activities and resources so that children can fully explore for themselves. Staff tend to direct children or limit their opportunities to explore water and sand and other messy activities.

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

- Ensure that all staff have relevant training in the six areas of learning to enable them to effectively plan and organise a stimulating learning environment for children.
- Develop the use of observations and evaluations of activities to inform planning for the next stage in children's development.
- Provide parents with detailed information regarding the six areas of learning and early learning goals and the impact they have on children's development.

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.