

Coombe Day Nursery

Inspection report for early years provision

Unique reference number EY250495
Inspection date 09/09/2010
Inspector ISP Inspection

Setting address Courtney House, Station Approach, Norbiton Avenue,
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Telephone number 0208 549 5343

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Coombe Day Nursery was registered in 2002 and operates from five base rooms on one level, in a purpose-built building. There are also toilet, laundry, kitchen, staff and office facilities. Children have access to an enclosed outdoor play area. The premises are located behind Norbiton mainline station and are within easy reach of Kingston town centre. It is open each weekday from 8am to 6.30pm, 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 50 children may attend the nursery at any one time. There are currently 69 children aged from three months to under five years on roll, some in part time places. The nursery is able to support children with special educational needs and/or disabilities. The group supports children who speak English as an additional language. There are 14 members of staff, 13 of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2. The setting provides funded early education for three and four year old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted as staff offer support to children to ensure their needs are met. Good relationships have been established with parents and outside agencies. Staff are confident in how to proceed to safeguard children if they have any concerns. Risk assessments for indoor areas and outings are in place, but attention to the door in the pre-school and lids on nappy bins need to be addressed. Children's individual progress is monitored with next step notes taken forward into future planning. Staff embrace training opportunities, supported by management and they and parents are involved in the nursery's self-evaluation process. At the last inspection the nursery had two recommendations to improve practice and these have now been met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the door leading from the pre-school room does not pose a risk to children
- ensure nappy bins in rooms are kept covered

The effectiveness of leadership and management of the early years provision

The nursery has policies and procedures in place including ones to help safeguard children's welfare. These are shared with parents via email or in a hard copy at the

time of placement. All regulatory documentation is in place. Staff vetting procedures ensure only suitable people work with children and the staff currently employed are qualified and experienced. Fire drills are regularly conducted at the nursery to ensure all children know how to leave the premises quickly and safely. This has recently been reinforced with a visit from the fire brigade, which the children enjoyed. Fire fighting equipment is installed in the nursery and checked as part of the risk assessment. However, staff have overlooked the risk the pre-school room outer door poses to children. There is no means of securing it to stop it closing if it is a windy day and this poses a risk to any children standing near to it. Outings are supported by risk assessments and children are taught how to cross roads safely when out and about. Procedures are in place to record accidents and parents are informed on the day. Written consents for seeking medical advice or treatment have been sought from all parents. The nursery is well equipped with attractive resources, furniture and equipment that is age appropriate in each room. Children can self-select resources and make a choice in their play. Glass panels and sliding doors between most of the rooms enables children and staff to interact with each other. For example, children from Butterflies and Caterpillars join together for meals, snacks and circle time. The nursery promotes inclusion through their partnership with parents, children and other outside agencies. They have systems in place to support children who have English as an additional language, using key words and visual aids to help children settle in. Settling in periods for all children are offered, with a relaxed approach of allowing parents to stay with their children until they feel sure they are ready to cope on their own. Information is gathered from parents at the time of placement to ascertain a child's starting points, enabling staff to build on children's existing knowledge. The management strive for improvement using self-evaluation which includes parents' views and staff input. Staff are encouraged to embrace training opportunities and have the training manual accessible to them to mark courses they want to attend to help improve outcomes for children. Each member of staff is expected to attend at least two courses a year. Parents are aware of the key person system and daily verbal communication between parents and staff keeps them informed of how their child's day has gone. Twice yearly meetings are arranged with parents and key person to discuss children's progress.

The quality and standards of the early years provision and outcomes for children

Children have access to a variety of good quality, colourful and age appropriate resources within their rooms. They extend their horizons into the outdoor play area, taking with them resources from their rooms to play with. The outdoor area that is well equipped. Young children are supported by staff as they learn to crawl and walk and staff make sure children wear sun hats and have sun cream applied whilst playing out there. Children's physical development is developed as they climb and balance on the central climbing frame and slide and use tunnels to crawl through. Children have been planting vegetables and herbs in the garden and enjoy watching them grow. Staff make sure children access the area daily in all but the worst weathers and children enjoy their time out there very much. Construction equipment, role play areas, books and puzzles adorn tables in rooms

and most resources are kept at child height enabling children to make a choice in their play. Staff plan activities for children generally, but mark the planning sheets with children's initials to indicate specific activities certain children should be encouraged to explore. This is based on children's interests and abilities, together with written observations and next step notes recorded by key persons. All six areas of learning are covered within the planning and management oversee this. Children enjoy listening to staff reading stories to them. For example, any children who do not want to sleep after lunch are encouraged to select a book and a member of staff who will sit quietly with them to read a story. This is a cosy time for children and staff. Staff engage in conversation with children as they participate in activities or gather for lunch, encouraging children's language skills. Children explore numbers through songs and learn about shapes using shape sorters and activities involving recognition of shapes. A computer in the pre-school room enables children to learn skills for the future and planting of vegetables and herbs together with the celebration of the festival of other helps children improve their knowledge and understanding of the world. Art and craft activities include gluing, painting and making models from recycled materials. Children are becoming aware of their own safety as they help staff tidy away toys before lunch or before going into the outdoor area. They are reminded about not running too fast in case they bump into younger children and when on outings staff remind children about keeping safe when crossing roads. Children's health is important to staff who ensure children follow hand washing routines and are encouraged to clean their teeth after tea. For younger children, nappy changing is conducted within each base room with staff wearing aprons and gloves. However, each of the nappy bins, designed to store them hygienically, lack lids to keep them out of the reach of children and prevent the smell from permeating the room. In each case the lid was lying on the floor and as a result children's health was put at risk as the bins were kept at child height. Children make a positive contribution to the nursery as they demonstrate good behaviour and are cooperative and willing to help staff tidy toys away. Children make friends and show tolerance and kindness to each other, with staff acting as good role models. Staff ratio is adhered to with extra staff employed to cover staff lunch breaks and all staff hold valid first aid qualifications. Children receive healthy meals and snacks from a cook who knows the children well and works in partnership with parents to make sure their wishes are respected. Staff are vigilant about younger children having their water beakers refreshed at least three times a day, whilst older children help themselves to water from a dispenser; this encourages their independence.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met