

Salcombe Day Nursery

Inspection report for early years provision

Unique reference number	EY286538
Inspection date	14/10/2010
Inspector	Carolyn Hasler
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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

Salcombe Day Nursery was registered in 1992. It operates from four base rooms, on three floors in a converted listed building in the London Borough of Enfield. There are three separate secure garden areas for outside play. The property is located in a mainly residential area and is in walking distance to local transport facilities, schools and amenities. The nursery serves the local and surrounding areas.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 86 children attend the nursery at any one time. There are currently 121 children aged from birth to under five years on roll, some of these attend on a part time basis. Of these a number of children speak English as an additional language; the provision also cares for children with special educational needs and/or disabilities. The nursery is open each weekday from 8:00am to 6:00pm for 51 weeks a year. Children come from a wide catchment area, as most of their parents travel to work in or around the area.

The Nursery employs 26 permanent members of staff and 20 supply members of staff. Of these, 17 hold above National Vocational Qualification level 3 in early years and an additional seven hold a National Vocational Qualification level 2 or are working towards a level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This nursery offers a welcoming and friendly service. There are successful measures in place to acknowledge children's individuality. Overall the setting has effectively introduced the Early Years Foundation Stage into their practice. In most instances fully effective observation and assessment processes are in place. Initial communication between parents and key people mean that key people have the information on which to base care arrangements. There is a consistent approach to service improvement, including addressing recommendations from the last inspection. All staff are enthusiastic and are keen to address weaknesses and implement change.

What steps need to be taken to improve provision further?

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

- continue to develop further less experienced staff's knowledge of how to approach sensitive observational assessment in order to plan to meet young children's individual needs

- develop strategies for keeping garden equipment clean and well maintained.
- develop through practical activities and discussion, the use of mathematical terms during play and daily routines

The effectiveness of leadership and management of the early years provision

The setting is meeting all regulations and duties to safeguard children and demonstrates good knowledge of safeguarding procedures. For example, members of staff are able to confidently talk about the different areas of abuse, their signs and symptoms and the action they would take to safeguard and promote the welfare of children. Staff understand their responsibility to ensure that children are not left unsupervised with new members of staff who have not yet completed vetting procedures. The setting has a robust recruitment procedure. There are effective procedures in place to ensure that children are collected from the setting by authorised adults only.

The setting has maintained a programme of training on childcare issues and shows interest in continuing this to address areas of weakness. There is an impressive number of highly qualified early years childcare professionals. Their qualifications range from: Early Years Professional Status, Bachelor of Arts with honours in childcare, and National Vocational Qualifications at levels two, three and four. New members of staff, and supply staff undergo induction and are supervised by senior staff members. Regular team meetings ensure that all members of staff are kept up-to-date with policies and procedures and changes in practice. All members of staff are encouraged to access both in-house and local authority training. Senior members of staff are nominated roles to safeguard and support special educational needs. There are a number of qualified first aid staff members. Leaders and managers ensure that the setting remains within the requirements of their registration.

Overall outcomes related to children's progress in relation to their starting points are good. The leadership and management team acknowledge that less experienced members of staff lack confidence and need support in providing good quality observation, assessments and planning skills for individual children, however, strategies are in place. For example, more experienced staff share their knowledge and where necessary training is identified. As a result of this, the majority of children do well. Resources are good, fit for purpose and able to support children's learning and development. However, planning and use of some resources can sometimes be inconsistent. For example, resources to support children's knowledge and understanding of problem solving, reasoning and numeracy are good. However, staff sometimes miss opportunities to support learning through using appropriate mathematical language. In addition, garden resources are not appropriately cared for and do not look attractive to children. The overall environment is conducive to learning, safe and well cared for. The accommodation is fit for purpose. Children achieve well as a result of the setting they are in. The provider takes appropriate steps to ensure that resources and environment are sustainable.

Adults appropriately and actively promote equality and diversity. Overall the setting improves outcomes for children and takes effective steps to close identified achievement gaps. The development of the majority of children in relation to their starting point is good. The setting has identified where further improvements can be made to overcome any remaining variations in children's progress and has good strategies in place to tackle them. All key workers have a good knowledge of each child's background and needs. They make the most of diversity to help children understand the society they live in. Adults identify children's needs for additional support as early as possible. They share information and records with colleagues and parents where appropriate. This ensures that children get the support they need.

Since the last inspection both the leadership and management team and their staff team had improved systems to observe, assess and plan next steps for children. This continues to be an area of development as they are constantly re addressing this issue for less experienced staff members. The quality of resources and opportunities for children to access mark-making in the garden has also improved. Opportunities for children to access information, communication and technology has improved. The leadership and management team have strategies in place to monitor the effectiveness of the service. The manager holds a vision for the future of the service and is able to identify the settings strengths and weaknesses. Where weaknesses have been identified the manager is able to put effective strategies in place to implement change. Forums such as, team meetings ensure that staff are consulted and kept up-to-date.

The setting establishes relationships with other early years providers. For example, they establish key relationships with local schools during transitional periods for pre-school children who are leaving the setting. In addition they value relationships with other key professionals who have a strong contribution to children's achievements and well-being.

The setting has highly positive relationships with parents and carers. Their relationships are well-established ensuring each child's needs are met. For example, key people working with under twos share home-to-nursery diaries. All key people make time to provide parents and carers with a verbal feedback at the end of the day. In addition parents are invited to telephone, use e-mail and text messages to keep in touch. Potential parents are invited to look around the nursery so that they can make informed decisions about childcare. Several times a year parents and carers are invited to attend a parents evening. This time is used to keep parents informed about the Early Years Foundation Stage and how their children are observed and assessed to plan for their learning and developmental needs. Parents have access to a noticeboard, they have access to policies and procedures, and can contribute to the service through questionnaires and through everyday discussions. The setting helps parents and carers to support their children's learning in different ways. For example, they have a travelling teddy and diary that children can take home for special occasions and holidays. Parents are encouraged to note down significant developmental achievements to share with key people and contribute to their children's developmental records. Currently children in the pre-school room have brought books from home to share with their

friends; this helps them value resources within the setting.

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

Overall children are making good progress towards the early learning goals in most areas of learning. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Children's welfare is promoted, they make overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

Most children separate well from parents and build secure relationships with familiar adults. Babies and toddlers adjust quickly to routines as they are similar to routines in their home environments. All children feel safe because they experience consistent care from familiar adults. All children are secure and develop a sense of belonging to the setting. They have their own place to store belongings. They receive praise and see their achievements displayed on the wall in the form of photographs and work. Children know what is expected of them because boundaries are clear and consistent. Good quality interactions and well organised routines help all children to feel secure and confident.

Babies and young children are dependent on key people for personal hygiene tasks. However, as they develop independence they build confidence in practising hand washing and take part in these routines at appropriate times during the day. Older children can use toilet areas independently, most are able to manage clothes and are familiar with the sequence of using the toilet and washing hands. Other children need reminders. Babies and young children are developing awareness of their difference senses and enjoy meals and snack times as they attempt to independently feed themselves. All children are making choices about what they like and dislike. They are offered a suitable range of healthy choices at the consistency suitable for their age and stage of development. Children enjoy a range of physical play opportunities. This includes, negotiating a varying range of climbing and balancing equipment, access to tricycles, bicycles, scooters, balls and soft play equipment. Very young babies are active within their play using vigorous arm and leg movements with purpose. Most are able to control movement. They are able to roll and sit up unaided. Others are more mobile and are crawling, standing and finding balance and taking their first steps. Older children move around their environment negotiating tables and chairs. They have good fine motor skills. All children have opportunities to be physically active both inside and out.

Children take initiative and work well independently as well as in small groups and large group activities. They are all learning to share and take turns. Children are well mannered and polite towards each other. Overall their behaviour is good and children are beginning to show a good awareness of responsibility within the setting. For example, they engage in tidying up activities and preparing snacks for snack time. Children show a good understanding of diversity engaging in a good range of activities and experiences to help support this.

Babies and young children are able to communicate their needs through a series of babbles, gurgles, cries and squeals. Key people working with children under the age of two years use lots of simple language around them to support their developing communication skills. All children have access to a suitable range of books and other resources to stimulate children's inquisitive nature and provide topics of conversation. Opportunities to mark-make help children to practice the skills for writing. Some of the older children are able to write their names on their work. The environment is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and song which generates questions and makes connections across all areas of learning and development. A range of resources such as construction equipment, and different sized cups and containers in the water and sand areas, provide children with opportunities to problem solve. Children have a range of props such as computers and telephones which they can use in role-play. In addition children have access to interactive books, CDs and players, simple microscopes and other programmable resources to support their knowledge and understanding of information, communication and technology. Children are able to observe, experience and absorb the world they live in and interact socially with others.

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	3
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