

# Tia Ana's Nursery

Inspection report for early years provision

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**Unique reference number**

EY409126

**Inspection date**

08/12/2010

**Inspector**

Angela Ramsey

**Setting address**

29 Rhodesia Road, London, SW9 9DT

**Telephone number**

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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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## **Description of the setting**

Tia Ana's Nursery was registered in June 2010. The nursery operates from a purpose built building in a residential area in the London borough of Lambeth. The premises are comprised of two group rooms, children's bathroom facilities, kitchen, office, staff room and adult bathroom facilities. All children have access to a secure enclosed outdoor play area.

A maximum of 37 children in the early year's age range may attend the nursery at any one time. The nursery is open each weekday from 8:00am to 6:00pm for 50 weeks of the year.

There are currently 16 children in the early year's age range on roll, attending on a fulltime and part time basis. Of these, 9 children receive funding for early education. Staff supports children with special educational needs and or disabilities and those who speak English as an additional language.

The nursery employs five members of staff. Of these four hold an appropriate early year's qualification and two are working towards a qualification. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall the quality of the provision is good. Staff have formed good relationships with the children and parents, this contributes to promoting children's welfare and learning. The children are happy and settled and arrive at the setting eager to participate in the activities provided. Children are supported well by the staff team which enables children to make good progress in their learning. A good range of policies and procedures have been devised these contribute to the safe and efficient management of the setting. However, a system that highlights any priorities for future development is not in place.

## **What steps need to be taken to improve provision further?**

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

- record the details of all evacuation drills
- develop a system for the self evaluation and monitoring of the service so that areas for improvement can be clearly prioritised to further improve outcomes for children
- improve the planning to provide further opportunities for children to enjoy the outdoor area.

## **The effectiveness of leadership and management of the early years provision**

Overall, the arrangements for safeguarding children are sound. Staff have a good understanding of their responsibilities in protecting children from harm. For example, they fully understand the importance of reporting and monitoring their concerns. A clear safeguarding statement has been devised and a named person responsible for ensuring that safeguarding concerns are dealt with promptly, appropriately and sensitively has been identified. All staff undergo a Criminal Bureau Record check and records of these are kept. Policies and procedures are in place and effectively implemented. Risk assessments include daily and more detailed room checks ensure that staff take action to eliminate and manage identified risks within the nursery. Although evacuation drills are practiced with the children, the details of these are not recorded.

Partnership with parents, carers and family members are good. Through effective information sharing, they work together to meet children's individual needs. The notice boards, newsletters, prospectus, policies and procedures provide parents with good quality information about the service provided. The staff team work well with other professionals, such as healthcare professionals, to support children who require additional help and support to meet children's individual needs. The setting has also established good working relationships with other providers involved in the children's learning, such as schools.

Although, the staff team view continual improvement as important. A system to monitor, evaluate and identify improvements, which include the views of children, parent's, carers and staff is not in place.

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

Staff have formed good relationships with the children. Children are eager to attend and are warmly welcomed by staff. Together the staff team plan and evaluate a range of enjoyable activities, which both supports and challenges children's development. However, the planning for outdoor activities is limited and lacks detail.

Each child is assigned to a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for children's next steps in learning. These observations are still evolving for the younger children who have recently started attending the setting.

A varied range of stimulating resources and activities are available for children to choose from. Children are able to be independent as they choose which activities to take part in. Children are able to mark make and are able to select from pencils, stencils and coloured pencils. Children enjoy being creative using paint and glitter. Labelled resources encourage children's recognition of letters and understanding of the written word.

Most of the children who attend the setting are bilingual. Staff also speak English

and Spanish. During the inspection many of the children demonstrated that they are able to count from one to ten in English and Spanish. Children know their colours and are able to name animals in both languages. During group sessions children sing songs in both languages. Children whose home language is English are learning to speak and understand Spanish.

Babies and toddlers have formed warm, trusting relationships with staff. They willingly approach staff for cuddles, reassurance and support. Staff talk to the children whilst they are occupied in activities, encouraging their language skills. Younger children become competent learners as they explore resources through their senses. For example, babies and toddlers enjoy investigating pushing buttons on toys, opening and closing flaps and working out that one action has an affect on others. Staff also provide activities that enable young children to practice their physical development whilst in the ball pool.

Opportunities for children to be healthy include the provision for children to help themselves to drinks of water to ensure they remain hydrated. The cook prepares meals that are nutritionally well balanced. At lunch time the children are served a salad for their starter, then pasta or vegetable soup. The main course of rice and chicken followed by fresh fruit is also served. Children sit together at meal times. Babies meals are pureed, younger children are encouraged to feed themselves although staff are on hand to assist. Staff sit with the children and meal times are a sociable occasion. Older children are encouraged to be independent as they serve themselves and pour their own drinks.

Children are making progress in their personal, social and emotional development. Children behave well and understand what is right and wrong and the concept of sharing and taking turns. Staff are aware of children's different needs, cultures and beliefs and these are treated with respect. Books, puzzles and small world figures depicting people of different cultures are provided.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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