

# Toucan Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY300692

**Inspection date**

20/12/2010

**Inspector**

Jennifer Liverpool

**Setting address**

Toucan Day Nursery, 1 Teale Street, LONDON, E2 8RA

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Toucan Day Nursery was registered in 2004. It operates from a purpose built building in the Haggston area within the London borough of Hackney. There is a baby unit and sensory room on the ground floor and a pre-school room on the first floor. There is an enclosed area for outdoor play. The setting opens each weekday for 51 weeks of the year from 8am to 6pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children aged under eight years at any one time. There are currently 28 children on roll, all of whom are in the early years age range. Six children are in receipt of nursery education funding. The setting supports children with special educational needs and children who speak English as an additional language. There are 14 members of staff and of these, nine are qualified to level 2 or 3. The setting is participating in a quality assurance scheme. They receive support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides extensively for all children's care, learning and development, which results in children making good progress towards the early learning goals. Inclusive practice is effective, ensuring that every child is fully supported. Strong partnerships with parents and other professionals promote continuity of care for the children. Overall, the procedures in place to safeguard and promote children's welfare are robust, although one of the documentations does not fully meet with the required standards. Effective steps have been taken since the last inspection to improve the quality of care and education, ensuring continual improvements in the outcome for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the record of attendance is accurately maintained to include children's departure times (Documentation) (this also applies to the compulsory and voluntary parts of the Childcare Register) 21/12/2010

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

- ensure children's personal, social and emotional development is consistently monitored and recorded in order that they continue to make good progress in

this area of learning.

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

The procedures for safeguarding children within the setting have been strengthened since the last inspection through training and the introduction of a designated person who takes lead responsibility for safeguarding issues. This supports children's well-being. Robust recruitment and vetting procedures means that suitable and experienced staff look after children. Staff now have a deeper understanding of their role and responsibilities in organising the provision to meet children's individual needs, which promotes the care and learning of the children. A named deputy is now available and demonstrates skills and abilities to lead and manage the setting in the absence of the manager. Regular staff supervision, appraisals and training opportunities support staff in their role. Risk assessments for indoors, outdoors and trips are efficiently conducted, which in turn, identifies and quickly addresses any potential hazards to children. The accommodation is fit for purpose and available resources are used well to promote children's learning and development. The development of staff's understanding of effective ways to manage children's behaviour has improved through the support available from a named person responsible for behaviour management issues. All documents required for the safe and effective management of the setting is in place, although the attendance record is not always accurately maintained as in some instances, children's departure times are not recorded. This is a part breach of the welfare requirement.

The setting successfully ensures that each child's individual needs are known and that they have equal access and opportunities to participate in a wide range of activities. Staff have established a strong partnership with parents, which has benefitted children's care, learning and development immensely. For example, home visits are arranged and all relevant information is gathered before children are placed at the setting. This means that parents are able to contribute to the initial assessments of their child, which in turn helps the key persons to have a good knowledge of children's individual needs. The setting uses various methods, such as daily diaries, notice boards, newsletters and forums to communicate with parents so that they are kept fully informed about their child's care routines, progress, and policies and procedures. Parents contribute to their child's assessment on a regular basis. Staff involve parents in their children's learning by suggesting activities that can be extended at home. Partnerships with other professionals and neighbouring schools are well established. For example, close liaison with teachers forms a smooth transitional period for children leaving to go to school. The setting is fully committed to continuous improvement, which has been demonstrated in the way in which the actions raised at the previous inspection has been successfully met. Good use is made of staff, space and other resources so that children are well cared for and supported. Also, planned and spontaneous activities indoors and through visits enhance children's learning and development. Robust self-assessment processes and ongoing participation in quality assurance schemes mean that practice is constantly evaluated to improve

the quality of care and education for children.

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

Children are happy to attend a welcoming environment where they quickly settle into the daily routines. The nursery provides a successful key worker system, which enables children to develop strong attachments with the staff. Babies and young children demonstrate high levels of emotional security. Staff are sensitive to each child's needs, acknowledging children's individuality and catering for this within care routines, play and activities. Children behave well because staff make the expectations of behaviour clear and give reasons for requests, ensuring that children understand why certain behaviour is not acceptable. All children benefit from consistent praise and encouragement. Staff have a good understanding of the Early Years Foundation Stage framework from training and full support from the manager; this ensures that children are making good progress towards the early learning goals. The learning programme is well organised and forms a good basis for children to develop knowledge and skills for future learning. Staff make regular observations and record children's achievements and their next steps for learning on children's profiles. The assessment system is detailed and links to activity plans in order that every child's learning and development is extended. However in a few cases, aspects of children's personal, social and emotional development are not consistently monitored in the same way as the other areas of learning.

Babies and young children explore and experiment through a range of well planned and purposeful activities that are appropriate for their stage of development. For example, they discover the texture of wet and dry sand, listen to a variety of sounds from musical instruments and activities sets, and observe and handle colourful toys and resources. Resources such as paints, play dough and water play provide children with valuable opportunities to examine colour, texture and shapes. Children use their imagination and confidently express their ideas when playing with a well resourced role play area and small world figures. Children's communication and language development is fully promoted. Staff provide meaningful activities such as repetition, labelling and simple action and rhyme songs to enhance babies' language development. Children speak confidently to each other and adults, and they are encouraged to listen attentively to stories. Children demonstrate a good understanding of how books work and foster an interest in reading and stories from the book starter pack that they take home for shared reading with parents. There are good opportunities for children to develop early writing skills, with some older children beginning to write their names. Children learn to count and recognise numbers through daily routines, stories and planned activities. They are encouraged to resolve simple problems in practical ways, such as sharing out cups in the home area. Children learn about the environment and world around them as they are taken out to the local farm to see animals and shops to see where saris and clothes from other cultures can be bought. A good range of toys and equipment that reflects diversity helps children to learn to acknowledge and accept differences.

Children's good health is maintained through effective procedures in place to reduce the spread of infection and germs. For example, staff wear protective clothing for serving food, making up bottle feeds and nappy changing. Children learn the importance of good hygiene and understand why they need to wash their hands before eating food and after visiting the toilet. Children enjoy varied and nutritious meals that meet with their dietary requirements, and foods are specifically prepared in ways that are appropriate for babies' stage of development. Fresh drinking water is available at all times and children confidently help themselves. This encourages children to think about their own personal needs. Children enjoy a range of worthwhile activities outdoors, which extends their physical skills. A six-seater buggy is available so that groups of babies can be taken out for fresh air and short trips. Children are supported to become aware of how to keep themselves safe when practising fire evacuation drills. They learn to care for their environment when using resources well and helping with tidying up.

## 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	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

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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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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 21/12/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 21/12/2010