

Sugar Plum Day Nursery

Inspection report for early years provision

Unique reference number	140463
Inspection date	06/01/2011
Inspector	Gulnaz Hassan

Setting address	255 West Green Road, Tottenham, N15 5EG
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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

Sugar Plum Day Nursery was registered in 1998 and is managed by a voluntary management committee of members of the local church. It operates from a church hall located in the Tottenham area within the London borough of Haringey. There is an enclosed outdoor area to the side of the hall for outside play. The nursery is open each week day at 8am to 6pm on Monday to Thursday and 8am to 3pm on Fridays for 50 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 24 children from one to under five years old at any one time; of these, no more than eight children may be under three years, and of these, not more than six may be under two years at any one time. There are currently 16 children aged from one to four years on roll who attend for a variety of sessions. There are six members of permanent staff working with the children, including the manager. All hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage are making sound progress in all areas of their learning and development and they are generally well safeguarded. The setting supports some aspects of inclusion suitably. The setting's capacity to maintain continuous improvement is satisfactory and they have worked hard to implement a number of mostly effective systems that promote children's learning and development and that implement the welfare requirements. Actions set at the last inspection have been met appropriately.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing, which takes account of the nature of the outing, and review this assessment before embarking on each specific outing (Safeguarding and promoting children's welfare). 28/02/2011

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

- develop the systems for planning to ensure that learning and teaching intentions are consistently identified to effectively support children's learning

- develop the systems for observations and assessments by including consistent and clear evaluation and next steps and use these to identify learning priorities and to plan relevant and motivating experiences for each child
- promote children's understanding of diversity through activities and experiences that encourage children to talk about, value and develop an understanding of their own and other cultures, religions and backgrounds and ensure that resources reflect the backgrounds of the individual children at the setting
- develop the systems to gather information about children's starting points, learning and interests from parents and to include parents in the planning for children's learning and development.

The effectiveness of leadership and management of the early years provision

The setting has evaluated and reflected on all areas of their learning and development. This has secured a significant level of improvement since the last inspection. The setting has worked extensively to improve outcomes for children and they have a number of action and training plans in place to ensure continued improvement in the quality of the provision.

The systems in place to safeguard children are satisfactory. The setting demonstrates a good knowledge and understanding of child protection issues and procedures and this is in turn reflected in the suitable policies and procedures in place which further safeguard children. The systems in place to promote children's good health and well-being are mostly rigorous. For instance, all staff hold current first aid certificates and all information about children's health needs are fully recorded. The risk assessments in place for the premises and the outdoor play area ensure children's safety. However, the setting has not fully understood the requirement relating to the risk assessments for outings. This means that these are not fully effective, for instance they have not fully considered the journeys and travel arrangements or the individual nature of each different venue or outing. This is a breach of requirement.

Equality is adequately promoted. For instance, there are suitable policies and procedures in place to support anti-discriminatory practice. Although children's backgrounds are not fully promoted within the setting, staff ensure that all children are well settled into the setting with attention given to children's language needs. There are suitable systems in place to help identify children with special educational needs. The available resources and play materials help to support children's learning and development adequately. Activities relating to different areas of learning have been suitably considered so that children are using more areas and resources effectively. For instance, comfortable seating and cushions in the book area have been successful in encouraging children into this area.

The provision values the importance of working in partnership with parents and carers. Parents are provided with helpful information about the early years provision and parents are encouraged to offer constructive feedback about the

setting. Parents are encouraged to share what they know about their children before they are cared for in the provision to ensure that staff are well informed about children's individual needs. However, information provided about children's learning and interests at home are not fully utilised to complement children's learning plans at the setting. The setting has developed suitable systems to work in partnership with other settings that may offer the Early Years Foundation Stage to the children they care for.

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

Children are making sound progress towards the early learning goals and they demonstrate suitable attitudes to learning. The planning for learning and development is based on the areas of learning and children are offered a range of activities to reflect these. However, in practice activities are not always fully differentiated or planning implemented to ensure that learning and teaching objectives identified are met. This means that some staff do not always fully engage with children, for instance by asking open-ended questions or extending their vocabulary. Children enjoy initiating their own play, for instance children play with dough, sand and water as well as with a range of floor and table-top resources. Children enjoy listening to stories and singing songs, they enjoy painting activities and playing with laptops, play houses and battery-operated toys. There are developing systems in place to observe and document children's progress and capabilities; as yet these are not always consistent in quality, for instance the next steps in children's learning are general and too wide in scope to be fully effective. However, the systems in place to refine and monitor these have been recently established.

The systems in place for children to learn about and understand aspects of diversity and inclusion are generally satisfactory. For instance, children engage in some learning about other cultures and religions and children have access to a small range of resources and play materials that reflect aspects of diversity, different cultures and disability. However, children's own cultures and backgrounds are fully promoted or reflected in the activities, experiences or materials available.

Children are developing an understanding of healthy lifestyles as they are offered healthy meals and snacks. Although children are able to help themselves to water during the day, the systems in place discourage children from drinking water with their lunch. There are good hygiene practices in place, as children wash their hands before snacks and mealtimes. Children are learning about safety, for instance there are good evacuation procedures in place and a good ratio of staff to ensure children's safety and well-being. In addition, staff hold first aid qualifications and all accidents and medical needs are recorded effectively. Children behave well and staff serve as positive role models for behaviour.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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