

Genesis

Inspection report for early years provision

Unique reference number	EY411644
Inspection date	26/01/2011
Inspector	Silvia Richardson

Setting address	50 Old Road, Lewisham, London, SE13 5SR
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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

Genesis Day Nursery was registered in 2010. It is registered on the Early Years Register and the compulsory part of the Childcare Register. Genesis Day Nursery is registered for a maximum of 48 children in the early years age group. There are currently 73 children on roll in the early years age group. Genesis is one of 136 nurseries run by Bright Horizon Family Solutions Ltd. The nursery operates from a converted church hall with group rooms situated on the ground and first floors. The nursery is located in the Lee area of the London borough of Lewisham. There is suitable disability access and an enclosed outside play area. The nursery is open each week day from 8am to 6pm all year, except for one week for staff training and development. Children attend a variety of sessions and most live in the local community. The nursery supports children with learning difficulties and/or disabilities and children for whom English is an additional language. The nursery employs 20 nursery and domestic staff. Specialist sessional staff attend as part of the programme of activities, offering physical activity, music and French. All staff hold appropriate qualifications for their roles. The nursery is supported by the Bright Horizons senior regional manager area, along with education and safety departments run by the organisation.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children and babies are happy and enjoying activities, because there are a good range and variety of toys and play materials easily accessible, from which they make choices. The schedule of activities is rich and varied, providing learning and development opportunities across all areas. Group rooms are well arranged for all children, effectively promoting inclusion and independent learning. Staff generally support children appropriately, with babies especially enjoying much close attention to their individual needs. The nursery provides a welcoming environment, with many visual images displayed, successfully conveying information about the childcare and children's learning and development experiences. There are weaknesses in health and safety, impacting on children's welfare, however the setting has a strong capacity to maintain continuous improvement, because management have a good understanding of best practice and are highly motivated in improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop safeguarding children procedures, promoting effective arrangements for recording and reporting potential child protection incidents, accidents, and the retention of records of children's individual welfare routines, should

concerns arise

- improve the emergency evacuation and fire drill procedures, promoting the safety of all children and adults on the premises
- improve the arrangements for children resting and sleeping, minimising the risk of cross infection, reducing the risk of accident and promoting the welfare and wellbeing of children
- review the table arrangements for meals and deploy staff effectively during children's meal times, promoting children's learning of healthy eating and their adoption of appropriate personal hygiene habits and skills

The effectiveness of leadership and management of the early years provision

Safeguarding children is a weak area. Staff know what to look out for and what to do if they are worried about child and the safeguarding policy and procedure is sound, although not always followed appropriately, with regards to noting incidents that may raise child protection concerns in the future. Records and reporting of accidents are not closely monitored by management, so as to ensure staff have responded appropriately, and effectively promoted children's welfare. Daily record sheets of children's welfare routines and activities are handed over to parents at the end of each session. However, the setting is not retaining a copy for their own records, so as to promote accountability for children's welfare should concerns arise. The emergency evacuation procedure raises safety concerns in the event of a fire, because arrangements entail staff waiting with babies on the first floor, until the ground floor rooms are cleared, followed by first floor toddler rooms. Access to the premises is monitored with secure hand-over procedures in place. All staff are appropriately vetted ensuring their suitability to work with children.

The setting effectively promotes equality and inclusion through creating freedom of movement between activity rooms and easy access to a wide variety of attractively presented toys and play materials. These arrangements enable children to make choices and learn at their own pace. Good use is made of photos, pictures, signs and resources such as dolls, enabling children to understand routines, communicate and express their feelings and wishes. A broad range of planned activities support children's learning and appreciation of differences. Cultural diversity is valued, with wall displays portraying positive images of the heritage of children present. Resources for play and learning are well deployed and staff working with babies are providing continuity care. Staff working with older children are less well deployed and at times welfare routines are task orientated oppose to child centred, such as meal times, when most staff stand to supervise, serve and wait on the children.

Risk assessment is effective in minimising potential hazards in the environment, although some aspects of care and welfare routines, such as arrangements for children to rest and sleep and arrangements around meals, have not been assessed thoroughly and raise some health and safety issues. New management for the setting have produced a Post Acquisition/Integration plan, which sets out a staff training schedule and identifies areas requiring immediate attention. The plan

is the basis for an initial self-evaluation of the setting and the focus for driving improvement. Management have a very good understanding of best practice and have clear priorities for embedding their ambition to promote better outcomes for children.

There are currently no agency partnerships as there are no children on roll with special educational needs, learning difficulties or disabilities. Parents and carers are actively engaged through 'weekend books'; these encourage parents and carers to work with the children at home, for example, writing and drawing about family events or activities, which children subsequently share with their nursery group. There is a continuous exchange of information between staff and home carers, promoting children's welfare. Parents and carers are encouraged to read and contribute to children's profiles, creating an overall picture of children's learning journey from their starting points towards the early learning goals. Parents express satisfaction that their children are well cared for, feel reassured and confident their children are making good progress.

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

Children are confident and independent learners, moving around the setting, joining in activities, selecting resources and playing with others. Group rooms for children are very attractively presented, motivating children to explore, experiment and make discoveries. Staff working with babies are constantly on hand to support skill acquisition; staff cuddle and comfort babies and provide a reassuring presence, helping babies feel safe and secure. Staff observe well and have an intimate knowledge of children's likes, interests and learning styles. They ensure children enjoy experiences across all areas of learning and that next steps planning is tailored well to children's individual needs. The setting works well with specialist sessional staff, so as to provide a rich and varied programme of activities, promoting children's enjoyment and achievement in the setting. Activities such as 'boogie mites' and gymnastics, afford children further opportunities to enjoy exercise, promoting their health and wellbeing. Babies are encouraged to enjoy the wider world with regular visits to the park and local community.

Health and safety outcomes for children are weak, limiting the development of personal skills for the future and children's opportunities for making a positive contribution. This is because arrangements for meals, personal care and resting, are not supporting children effectively in feeling safe and adopting a healthy lifestyle. Meal tables are crowded together at one end of a room and staff stand over the children. There is very little discussion during meal time regarding healthy choices or help for children to monitor their fruit and vegetable intake, so as they understand the importance of the recommended five portions a day. After the meal, face flannels and tooth brushes are given to the children at the table. This arrangement discourages children from adopting good personal hygiene habits and personal skills for the future, as they are not learning to routinely use the bathroom at appropriate times. Mats for resting and sleeping are placed directly next to each other, increasing the risk of spread of germs from coughing and

sneezing, and do not afford children any personal space. There is no clear walkway between sleeping mats, for staff to attend to children or for children to get up when rested, which means both staff and children risk treading on or tripping over other children while they sleep.

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	2

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	2
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	2
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

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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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Annex B: the Childcare Register

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

Met