

Crystal Early Years Centre

Inspection report for early years provision

Unique reference number 137227
Inspection date 21/09/2010
Inspector Elizabeth Coffey

Setting address Schoolkeepers House, Anerley Road, Anerley, London, SE20 8BD
Telephone number 020 8776 9792
Email info@crystalchildcare.co.uk
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

Crystals Early Years Centre opened in 1996. It is one of three nurseries owned by Crystal Childcare Ltd. The nursery is accommodated in the Old School Keepers House, which has been extended in recent years and is set out over ground and first floors. Off-street parking is available to the front of the building for dropping off and collecting children. There is a secure outside play area to the rear of the building. The nursery serves the local area. The nursery is open from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 59 children in the early years age group, of whom 15 may be under two years at any one time. Children attend on both on a full-time and part-time basis. There are currently 101 children on roll. The nursery employs 18 childcare staff, 14 of whom hold relevant qualifications. The nursery supports children with special educational needs and/or disabilities and with English as an additional language. The nursery receives support from Bromley local authority Early Years Department.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are treated with warmth and respect in a welcoming child-centered environment. They respond well to the care and support they are given and make positive progress in their learning and development. Staff provide a fully inclusive service, supporting all children to participate in activities which meet their individual interests and support their development. Good partnerships with parents help ensure that children's needs are met well. Partnerships with other settings that children attend are less well established. However, the team recognise this as an area which they wish to further develop. The motivated manager and staff team demonstrate a positive attitude to self-evaluation and a commitment to continually improving the provision in the future. However, current systems are not always sufficiently robust to ensure prompt action is taken to address any areas for improvement.

What steps need to be taken to improve provision further?

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

- develop systems for self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children.
- improve systems for partnership working by sharing relevant information

with other practitioners where children receive care and education in more than one setting

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding children. Robust recruitment and vetting procedures ensure that staff working with children are suitable to do so. Staff are extremely vigilant about ensuring children are very well supervised at all times. Risk assessments and daily checks of the nursery rooms and areas used by children are completed to ensure risks to children are minimised. Staff are well aware of the fire evacuation procedures, so children can be evacuated from the premises quickly and safely. Written safeguarding procedures are in place and staff are aware of the procedures to follow if they have concerns about a child. The designated safeguarding person for the nursery has an up-to-date understanding of safeguarding issues in line with the Local Safeguarding Children Board guidance and procedures.

Staff have appropriate qualifications and their good knowledge of each child's needs ensures their welfare and learning are well promoted. They access regular training to enhance their childcare practice. There is a wide range of toys and equipment to meet children's needs, and children are able to self-select from easily accessible resources. All required policies are in place for the safe management of the nursery. The management and staff team continually consult with each other about the strengths of the nursery and what improvements can be made to improve the outcomes for children. They are keen to implement a system of recording their self-evaluation so that they can monitor its effectiveness more efficiently.

Parents are greeted in a friendly manner as they arrive and are provided with verbal feedback about what their child has been doing and the care they have received. Displays of photographs of children engaged in activities coupled with details about the six areas of learning provide parents with information about how children's learning is promoted through play. Staff complete daily report sheets for parents on children's care such as a record of how children have slept and what they have eaten. In addition, written and photographic observations linked to the early learning goals are completed on all children and shared with parents. These are used by staff to plan for next steps in children's learning taking into account their individual likes and dislikes and preferred learning styles. Parents can also access the setting's website which gives information about the nursery and the curriculum and advice about how parents can best support their children.

The staff are committed to providing an inclusive environment for all children. Good systems are in place for supporting children with special education needs and/or disabilities. The team is keen to extend partnerships with other settings that children attend, so as to ensure that the early years centre complements the care children receive elsewhere. Currently they are reliant upon parents sharing information between the settings. Staff show sensitivity to children who have

English as an additional language, learning key words in their home language, resulting in them quickly settling in and enjoying their time at the nursery.

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

Staff have a good understanding of the Early Years Foundation Stage. They plan and provide a range of adult-led and child-initiated activities in line with the early learning goals. Children make good progress in their learning and development because staff provide activities that build on their interest and provide sufficient challenge and opportunities for children to develop new skills.

Older children's creative skills are nurtured and their bright and colourful works of art decorate the walls of the nursery. They paint, draw and colour using an assortment of resources such as stamp sets, brushes, sponges and stencils. They eagerly explore and use a range of malleable and natural materials such as playdough, earth, shaving foam, sand and water. Staff extend activities well, talking to the children about what they are doing and asking questions that help to extend their language and reasoning skills. Children learn to operate simple machines such as the compact disc player and independently select and insert their favourite 'Toy Story' disc before putting on a set of headphones to listen to the story. Children are developing confidence in using information and communication technology, as they demonstrate good mouse control when playing learning games on the computer. Children are learning to recognise print from the use of labelling throughout the nursery. Children mark-make with pleasure using writing materials which are easily accessible to them and some older children are able to form recognisable letters and write their names.

Babies and toddlers enjoy experiences that are tailored to their age and ability. They investigate the contents of treasure baskets, grasping and exploring the cardboard tubes, cake cases and other objects. They learn to roll, sit-up, crawl and develop their early mobility skills with support and gentle guidance from the staff. Comfortable furniture such as sofas, cushions and large bean bags help to create a homely atmosphere where the babies and younger children can explore and play in a safe and stimulating environment.

Children enjoy good opportunities for physical development. A canopy has recently been fitted to the outdoor area making it suitable for the children to use in all weathers. Very good use is made of this space with all children having daily opportunities to engage in daily outdoor play. Staff set up this area with activities such as construction toys, books, painting and role play enabling the children to choose from a wide range of activities that help their all round development. Children use climbing equipment and slides with increasing dexterity. They spontaneously join in with familiar singing and rhymes as they play and have fun in both planned and impromptu music sessions where they sing, dance and play

musical instruments. There is a sensory room, fitted with lights, sounds and textures which can be used by all the children, that provides a calming and sensory stimulating experience.

Children feel safe in the setting and they approach staff easily. Most children are very self-assured and confident. If a child becomes upset at any time they are comforted by caring staff with cuddles and positive comments. Steps are taken to ensure babies and very young children are protected from choking hazards such as toys with small detachable pieces. As children mature they are taught the importance of keeping themselves safe and behaving in a manner that does not endanger themselves or others, for example, handling scissors and equipment with due care. Children move freely and safely around the play space available due to effective daily risk assessments. They show a sense of belonging as they follow the familiar routines, and older children grow in independence as they select resources, help tidy away and pour their own drinks.

Children adopt good hygiene routines when they wash their hands before they eat. Staff follow careful procedures for changing nappies and keeping the rooms clean, which helps protect children from the risk of cross-contamination. Children benefit from freshly prepared, nutritious meals and snacks that are prepared on site, and older children develop self-care skills as they serve their own portions. Children experience a balanced day with time for rest as well as active play, and nursery routines are adapted to meet individual needs. For example, babies are able to sleep at times that best fit their individual sleep patterns.

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	3

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	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	3
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