

St Olave's Nursery

Inspection report for early years provision

Unique reference number

EY418218

Inspection date

12/04/2011

Inspector

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Setting address

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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

St Olave's Day Nursery opened in 1999 and was re-registered in 2010. It operates from a church hall and has use of two fully enclosed outdoor areas. It is situated in Streatham Vale within the London borough of Merton. The nursery is open from 7:45am. to 6.00pm., Monday to Friday for 51 weeks of the year.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 24 children from fourteen months to under eight years. The setting provides an after school club for children from a local primary school. Children are collected from school by staff members and share the same facilities as the children in the early years age range. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are five members of staff who work at the nursery. Of these, three have relevant childcare qualifications. The setting receives support from the Local Authority through an early years advisor and provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery generally meets the needs of the children well by offering them a warm and mostly inclusive care. Children in the main are recognised as unique individuals, but the care of the older children sometimes have an adverse impact on the children in the early age range. Nonetheless, they are making good progress in their learning and development because overall, staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage . Most documentation is in place but some of the those that are legally required, are missing and may therefore impact on childrens overall safety and well-being. The setting have established positive relationships with parents, carers and other organisations to promote the children's care and education. Evaluation procedures are in their early stages but management demonstrate a commitment to continually improving the outcomes 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 parental permission is obtained at the time of a child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment and put in place a written procedure for

26/04/2011

- dealing with concerns and complaints (Safeguarding and promoting children's welfare)
- improve the record of risk assessments so that it includes information of the date of review and any action taken following a review or incident (Documentation) 26/04/2011
- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 26/04/2011
- ensure the requirements for adult:child ratios are met at all times. (Staffing arrangements) 12/04/2011

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

- acknowledge the impact that the care of the children in the later years age group has on the children in the early age range and take steps to make sure that each child receives an experience that is tailored to meet their individual needs
- develop staff understanding of safeguarding children issues in particular regard to the procedures to be followed if an allegation of abuse is made against them.

The effectiveness of leadership and management of the early years provision

The provider of this setting has taken the necessary steps to ensure that staff employed to look after children, are vetted and all the required checks are carried out. Most staff demonstrates a sound understanding of the settings safeguarding procedures, although not all are familiar with the procedures that should be followed if an allegation of abuse is made against them. Children's safety may be at risk because adult: child ratios are not always maintained at the beginning of the day and risk assessments of the premises and those required when embarking on outings, are not in line with the requirements of the Early Years Foundation Stage. On the whole, the nursery offers a flexible service in which children are suitably cared for by a team of caring and committed professionals who implement the policies and procedures of the setting effectively. For example, records are kept of children's attendance and personal details, including those for accidents and administrations of medication. However, there is no complaints procedure in place which provides parents with the information they need to follow if they are unhappy with any aspects of the service and the setting has not ensured that all parents have given their permission to the seeking of any emergency medical advice or treatment. These are both specific legal requirements of the Early Years Foundation Stage.

Toys and resources are deployed to provide free choice, thus encouraging children's independence and supporting their learning. Children freely choose to play indoors or out as the outdoor space is accessible at all times. Practitioners receive training organised by the local authority, including first aid, but evidence of

these were not confirmed as staff files were unavailable at the time that the inspection was carried out. A selection of resources and displays are available illustrating positive images of diversity to encourage children to understand and respect the values and differences of others, for example, children are aware that not everyone eats using a knife and fork, but some may prefer to use their hands or use chopsticks. Children celebrate festivals all through the year including Christmas, Ramadan and Easter. Practitioner's supports children who have special educational needs and/or disabilities well as they work in partnership with outside agencies to help children meet identified targets. This means inclusive practice is well promoted.

Partnerships with parents are well established and make strong contribution to children's achievement and well-being. Parents speak warmly of the effectiveness of the setting so much so that many of their older children continue to use the out of school club. Effective communication with other agencies has also been forged so that all adults involved with the children share any concerns and provide complementary care.

Self-evaluation within this setting has so far been given a low priority. However, the manager and her staff team are aware of what some of the strengths and weaknesses of the setting are and have identified future plans for the continued improvement of the setting so outcomes for children can be improved, for example the development of the outside area and having a more robust attitude to documentation.

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

Most children arrive happily into this setting and those who do not, are quickly reassured by the caring attitude of the practitioners. Children show interest in the available resources, which practitioners set out on tables and floor at the beginning of the session and quickly settle down into their chosen play. All children make sound progress to achieve and enjoy, including those who have special educational needs and/or disabilities and those who are learning English as an additional language. Practitioners are confident in observing children's play, assessing their progress towards the early learning goals and planning their next steps in learning. Practitioners in both rooms maintain profiles of individual children which clearly identify their progress in each area of learning.

On the whole, plans for the day meet the needs of most of the children. Babies and toddlers are cared for in a separate area where they show an interest in the world around them. They learn about simple technology by playing with toys which make sounds or have buttons to press, developing their dexterity, while older children are able to use the computer with support from staff. Children under two are learning to problem solve as they work out which shape fits which hole and make use of the space available to them as they roll balls up and down the carpet and push their buggies around in the garden. Children are able to be creative using a range of materials and media such as flour, rice, string, glitter, paint and

dried, this helps to develop their sensory skills and express their ideas pasta. Children in both rooms have access to small world toys and can be seen making dinner and cups of tea.

Practitioners, however, do not always ensure that the needs of the two and three year olds are sufficiently met, particularly when the children in the later age range are present. For example, during Circle Time, practitioners engage with the older children in conversation, which in it self is conducive to their learning as they speak about different countries and religions. However, during this time, younger children show no interest in this and therefore feel excluded during this time. Likewise, during outdoor play, children in the later age range often show little awareness of smaller children as they run around the garden, kicking the ball into the younger children and often bumping into them.

Children demonstrate an understanding of maintaining their personal hygiene through the washing of hands before eating and after using the toilet. Some do so under supervision and others manage this without help. Children's general good health is promoted as they make the most of the fresh air and the outdoor play available to them every day. Children benefit from the nursery's effective approach to managing behaviour in partnership with their families. Staff focuses on raising self-esteem through giving emphatic praise and encouragement. As a result, children learn to be considerate towards others by being polite and sharing space and toys. Children develop an awareness of their own safety as they participate in the regular fire drills and understand about tidying away their toys and activities. Such effective practice, experiences and opportunities help children to develop skills for the future.

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	2
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	2
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	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	3
The extent to which children feel safe	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (also applies to the voluntary part of the Childcare Register) 26/04/2011

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 above 26/04/2011