

World of Children

Inspection report for early years provision

Unique reference number

EY417826

Inspection date

11/04/2011

Inspector

Martha Darkwah

Setting address

51 Carlyle Road, Mission Hall, Ealing, London, W5 4BP

Telephone number

07799330906

Email

worldofchildren@hotmail.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.

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

World of Children Day Nursery was re-registered in 2010 when the nursery relocated to new temporary premises. It is owned by Patricia Stephenson.

The nursery is located in the London Borough of Ealing and operates from a church hall which has; ramped access, two spacious halls, toilets, nappy changing area, office and kitchen. Children have access to a secure outdoor play area.

The setting is registered to care for a maximum of 40 children of whom no more than 30 are in the early years age group at any one time. The nursery is not registered for children under 1 year and overnight care is not provided.

There are currently 47 children under eight of whom 30 are under five years of age on roll. Of these 13 children receive funding for nursery education.

The nursery currently supports a number of children who speak English as an additional language. None of the children have learning difficulties or disabilities.

The nursery employs seven staff all of whom have early years qualifications. The person in charge holds a degree in Early Childhood Studies. The nursery receives support from the Local Authority. The setting is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well known by staff and reflected in the good organisation of the nursery environment and routine both indoors and outdoors. However, the tracking systems needs further development. The staff team works well in partnership with parents and others. Cultural diversity and inclusion is valued and respected well overall. The proprietor and staff have started to evaluate the service and show a firm commitment to further improve and develop the provision. The process of self-evaluation is ongoing and generally reflects on practice as it is used together with other methods to identify ongoing future development.

What steps need to be taken to improve provision further?

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

- review the tracking systems of learning plans to show clearer links to the information gained from observing the children and the next steps using this

- to support the planning future activities
- extend the partnership with parents to involve them in their child's learning and development and how to support children's learning at home.

The effectiveness of leadership and management of the early years provision

Safeguarding is given sufficient priority in the nursery. Suitability checks for all staff are carried out when they join the nursery and staff members are aware they cannot be left unsupervised with children until their checks are satisfactorily completed. The staff team demonstrates good knowledge of safeguarding issues and how to protect children. Ongoing training ensures that staff members are aware of child protection issues and procedures and they know what signs or symptoms indicate that children may be ill-treated.

Daily visual checks, and robust risk assessments for the premises and for outings help the staff to keep children safe and secure. Staff members are well deployed both indoors and outdoors and supervise children, closely monitoring their safety. All visitors to the nursery are required to sign an entry log in a visitor's book and the setting has adequate security measures in place to protect children. Fire evacuation is practised regularly and a record is kept. Overall, children are safe and secure on the premises as staff members undertake suitable risk assessments to ensure children are not exposed to hazards.

The provider and staff evaluate the setting effectively in most respects although it is not sufficiently reflective on practice to identify ongoing aspects of strengths and areas for further development. They are enthusiastic and keen to continue developing the provision and this is mirrored in the staff's positive attitudes. The manager and staff team have a keen desire to provide high quality care and their drive for continuous improvement is good. For example, the staff team have adopted a new system of planning and observation and assessment which they monitor and constantly strive to improve on.

Resources are appropriate and deployed effectively. Tables and chairs are the correct height for the children to sit in comfort. Children are cared for in a warm, well lit setting where they have easy access to a good selection of books, toys and resources.

The staff team enjoy good relationships with parents and carers and the adults regularly share information about children's development and progress formally and informally. Children's developmental progress is recorded in their individual records. Regular observations are recorded and illustrated with photographs and descriptions. Children's individual next steps are not always clearly identified and monitored through ongoing observations to show how it is used to plan children's future learning. Developmental records are shared regularly with parents.

Cultural diversity and inclusion is valued and respected well overall. Toys, books and dressing up clothes are multi-cultural and celebrations in the setting include Chinese New Year, Christmas and special days for mothers and fathers. The

provision works well in partnership with others to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

The staff team promote children's welfare well. A first aider is present at every session and staff deployment ensures that the children are safely supervised at all times. A suitable sick child procedure is in place to prevent unnecessary illness and most of the required information and written permissions are obtained from parents to enable staff to promote children's continuing good health and well-being.

Comprehensive policies and procedures on all aspects of care are available and shared with parents. Parents are very happy with the care and education. They comment on the information they receive each day and how their children look forward to coming to have fun in a nurturing environment each day.

Partnerships with both parents and outside agencies positively contribute towards children receiving continuity of care; as a result they settle well. However, she is yet to extend the partnership with parents to involve them in their child's learning and development and how to support children's learning at home. The nursery is developing good links with other professionals in settings children attend to enable them to support individual children in their care. Useful information is posted in the entrance area for parents.

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

Children are happy, secure and enjoy their time at the nursery. The staff team actively promotes the development of children's independence. Children enjoy the garden and playrooms that is set out with children's interests and real life experiences around their routines.

Staff obtains information about their starting points so that they can accommodate their interests. Sensitive observations and assessments are made in different ways, through written observations, photographs and examples of children's work. Staff records the achievements of each child in all areas of their learning. Although information from these is used to plan for individual children, further review of the tracking systems is required to make sure the identified next steps are clearly noted and made more secure to support the planning future activities for children.

Children play in a delightful garden with access to a range of locally resourced safe and interesting materials to explore covering the areas of learning. For example, they look intently at their 'bug hotel' with magnifying glasses and binoculars to see what bugs have taken residence. Such activities help children learn about the care and protection of insects and extend their knowledge and communication skills. Laminated photographs of a range of insects and bugs aid them to identify what they see. Children enjoy mark making, cascading water play, and help care for the nursery rabbits and bunnies. They know to wash hands after stroking and feeding

the rabbits. One child was delighted stroking a bunny eating carrots out of her hand said 'I think this bunny is very comfortable' 'it's so cute'. A scrap book on the rabbits gives their history with lots of photographs showing children caring for them and their progress, creating positive contributions and attachment.

Children have autonomy over their learning and are supported by staff making suggestions as they play, problem solve and reason. They sing songs that promote counting concepts and listen to stories. Children ask questions confidently and they are keen to express their own thoughts and ideas. Children use play dough and carefully explore the different colours and textures by feeling, pressing, mixing it with water to create a molten liquid.

Staff members value the linguistic diversity of the children and they provide very good support to those who are learning to speak English as an additional language to make a positive contribution. Children explore their toys and resources with rapt concentration finding new ways to play whilst developing skills for the future. They are able to use their imaginations as they play with small world play. Play is organized in interesting ways to enable children to make sense of their world and activities are linked to different festivities and artifacts to help them to learn about countries and backgrounds other than their own.

The staff team ensure that they use good hygiene procedures setting good example. Children wash their hands well before eating and after messy play, stroking rabbits and using the toilet. Food and snacks offered help children choose healthy options at snack time and adopt healthy lifestyle by playing outdoors in the fresh air every day.

Children are encouraged to develop a good sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and develop a self esteem and confidence. Children are calm, happy and well behaved. They respond very well to the staff members that are pleasant, polite and firm. Children feel safe as they learn about the care of animals and how to keep themselves safe in the nursery by not running indoors, tidying up after activities and using scissors safely.

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	2

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	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

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