

Aplomb Day Nursery Ltd

Inspection report for early years provision

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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

Aplomb Day Nursery opened in 2006 and is a privately owned provision. The nursery operates from the ground floor of a detached house in the Palmers Green area within the London borough of Enfield. The nursery has access to a large playroom, which is divided into accessible areas. There is a kitchen and toilet facilities all on ground level. There is a secure outside play area. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year closing for two weeks at Christmas. The nursery is registered on the Early Years Register to care for a maximum of 15 children at any one time, of these only six may be under two years at any one time. The nursery provides funded early education for three and four year olds. There are currently 20 children aged from one year to under five years on roll. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are seven members of permanent staff working with the children alongside three volunteers. The manager holds a level 3 qualification and is currently embarking on an early years degree. All other staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and generally inclusive environment for children where they are supported to make outstanding progress in their learning and development. Children are valued and recognised as being unique individuals. Their safety is promoted through highly effective safeguarding procedures alongside many positive practices that support children's overall welfare within the setting. Excellent partnerships between parents and other agencies support all children to receive consistent and continuous care and learning opportunities. The staff team demonstrates an enthusiastic and committed approach to promoting improvements within the setting; this is evidenced within their extensive self-evaluation systems.

What steps need to be taken to improve provision further?

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

- develop the risk assessment to cover anything with which a child may come into contact, with particular regard to improving the bedding for sleeping children
- develop further opportunities for the youngest children to access a variety of resources to aid their independence.

The effectiveness of leadership and management of the early years provision

The nursery has in place comprehensive records, policies and procedures to support the safe and efficient management of the early years provision. The manager and her well-qualified staff team are focused on safeguarding children as they plan and organise a safe and secure learning environment. Daily risk assessments are given the utmost priority to ensure that the premises and all resources that children utilise are safe and fit for purpose. However, at present the risk assessment does not help to ensure that children's bedding is sufficiently comfortable as bottom sheets tend to slip down the sleeping mats and cause children to sweat. Discussions with the manager demonstrate that she is aware of this issue and is looking at ways to rectify this immediately. There are robust recruitment, vetting and staff appraisal systems in place to ensure that all staff are suitable and experienced to work within their roles. Staff demonstrate an excellent knowledge and understanding of safeguarding children procedures and the importance of monitoring their welfare in partnership with parents and where necessary outside agencies. Ongoing professional development is prioritised with due focus on all staff attending up-to-date paediatric first aid and child protection training.

The staff team are effectively deployed within the nursery as they provide valuable support and guidance to children. Overall, the nursery environment promotes a good range of resources to support children's learning, although younger children's independence is not always extended. Staff demonstrate an exemplary attitude towards both self-improvement and to the improvement of the setting as a whole. The setting effectively liaises with parents and children when looking at ways to evaluate the quality of the services they provide. This is evidence of the high aspirations they have to improve outcomes for all children within the setting. The excellent partnerships that are in place with parents and outside agencies ensure that all children receive continuity of care and learning opportunities within the nursery. The nursery promotes equality and diversity well. For example, effective support is available to children who speak English as an additional language and for those children with additional needs. Discussions with parents demonstrate their high satisfaction with the services that are provided. Parents' comments include 'I am extremely happy with the communication from staff. I really value the link books so that I know everything about my child's day' and 'Staff are very approachable they offer excellent advice and attention, the strength of this nursery is that it offers a home from home environment'. Overall, these purposeful relationships promote an inclusive approach towards meeting children's individual needs.

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

The staff team demonstrate an excellent knowledge and understanding of how to plan and deliver a stimulating and effective programme of play experiences which

take account of children's individual needs and interests. Children are skilfully monitored as observations of their learning feed into assessment records, which in turn are utilised to plan for their future learning opportunities. Consequently, children are motivated to learn as staff take the children's lead and follow their self-initiated play. Children are extremely busy as they confidently access the stimulating environment where they persevere for extended periods within their play. It is evident that they feel a strong sense of belonging within the setting as they enthusiastically take on responsibilities such as helping to serve their own food at lunchtime and help to tidy away once they have finished. Photographs of children at play are attractively displayed around the nursery and children enjoy adding to these as they take their own photos with the use of a dedicated camera. Children engage within many worthwhile experiences to support their knowledge and understanding of their natural world around them. They are excited by practical planting activities where they have grown vegetables and fruits from seeds; it is evident that they are extremely excited to collect their ripened strawberries, which they exclaim are 'delicious'.

Children's communication, language and literacy is extensively promoted through a wide range of experiences. For example, children enjoy mark-making pursuits both inside and out in the garden area. They are supported to create safety signs to show their peers that numbers are restricted in the paddling pool to ensure their safety. Children enthusiastically read their favourite books with their friends in the cosy book area or in impromptu camps which are set up under the tables following children's interests. Children are excellent communicators as they confidently express their wishes and make themselves understood. Children are supported to develop splendid imaginations as they play purposefully with role-play resources; they help staff to build a zoo with bricks to house their wild animals in the garden. They enjoy extensive opportunities to explore a variety of creative experiences including sand, water and painting pursuits, which are always accessible. Children are motivated to engage within problem solving challenges as they sing familiar number songs and work out what happens for example when one item is taken away. Through weekly cookery activities, they continue to explore and consolidate their understanding of weight, measurement and capacity.

Children's well-being is prioritised by staff who ensure that children keep safe and healthy while in their care. They are developing important personal hygiene skills through their daily routines. Children enjoy healthy snacks and meals, which are prepared freshly each day by the nursery chef. They have excellent opportunities to play outside in the garden and engage within physical pursuits that offer them a wide range of challenge alongside supporting their overall good health. Children demonstrate that they feel safe and secure in the setting as they warmly interact with staff and behave in safe ways. For example, children confidently explain that they have to wear sun cream and a hat today as they must be protected from the hot sun. Children are supported to develop positive attitudes towards diversity and inclusion as they celebrate each other's home backgrounds; cultures and different languages through a variety of topics, discussion and multicultural resources within the nursery. Overall, children are developing many excellent learning and development skills, which help to set successful foundations for their future learning.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children feel safe	1
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	1

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