

Pathfield Nursery

Inspection report for early years provision

Unique reference number EY421057
Inspection date 26/09/2011
Inspector Linda Close

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Type of setting Childcare - Non-Domestic

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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

Pathfield Nursery has been registered since April 2011. It is located in a residential road, in the Streatham area of Lambeth. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 30 children under eight years at any one time, and three of these may be under two years. The provider helps daily and she employs a manager and three full time members of staff, two part time workers and a cook. The manager and half of the staff are appropriately qualified. There is a main playroom and a smaller room for children under two years and an enclosed outdoor play area. Currently, there are 25 children on roll between the ages of 11 months and three years nine months and they attend for a range of hours. The nursery is eligible to receive nursery education grant. The nursery is open all year round apart from bank holidays and for one week between Christmas and New Year.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff ensure that children are safe in the nursery and most children are confident and contented. Staff successfully help some, but not all, children to make good progress in relation to their capabilities and starting points. Partnerships with parents are sound and worthwhile information is shared. The management team undertakes an evaluation of the nursery but has not identified that staff are not always appropriately qualified or trained. Management has not noted a few weaknesses in hygiene procedures in an otherwise clean and bright environment. The management team is eager to secure the ongoing improvement of this newly registered nursery.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that children under two years are cared for by at least one member of staff who holds a full and relevant level 3 qualification (as defined by the CWDC), and has suitable experience of working with children under two (Qualifications, training, knowledge and skills) 10/10/2011
- ensure that at least half of all other staff working with babies hold a full and relevant level 2 qualification (as defined by CWDC), and at least half the staff have received specific training in the care of babies 10/10/2011

(Qualifications, training, knowledge and skills)

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

- review and improve systems for preventing the spread of infection relating to nappy change routines and hand washing systems for the children in the baby room
- develop further the newly established systems of observation, assessment and record keeping to assist staff in planning a challenging and enjoyable experience for all children across all areas of learning and development.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures in the nursery are suitable. The nursery has designated staff who take responsibility for child protection. Management ensures that the staff know what to look out for and what to do if they have concerns about the welfare of the children. Effective risk assessments are conducted and suitable steps are taken to keep children safe indoors, outdoors and on outings. Many aspects of children's health are well supported through routines and activities, but hygiene procedures for the youngest children lack rigour.

Self evaluation is not completely effective, because it has not identified some weaknesses in the provision for children under two years and a lack of staff support for some older children. The management team actively encourages staff to study for their professional development, including valuable short courses linked to mathematics, first aid and safeguarding. However, there are insufficient suitably qualified staff working with the children aged under two. This breaches the welfare requirements. Local authority advisors visit to assist the staff in developing the nursery's provision for all children. The nursery shows sufficient capacity to maintain improvement and new initiatives are valuable, although some are in their early stages.

The nursery is well furnished and well lit and there is ample space for children to move about. Good quality toys are set out for children at a low level for easy access. Staff do not always use the good quality resources to the full to help every child make the best progress. Children enjoy their play in the outdoor space every day.

Overall, staff sufficiently support equality and diversity. Children who speak English as an additional language are supported well. Some staff are multi-lingual and their knowledge of languages is a valuable asset to the nursery. Staff share their observations of the children and their progress with their parents. Concerns are followed up appropriately and managers invite specialists to visit to give advice and guidance. However, staff are not always sufficiently active in encouraging and supporting individual children to help them achieve to the best of their ability.

Feedback from parents is positive. They say that their children are happy to come

here and they enjoy the company of the staff. Learning journey books for each child go home so that parents can share the observations and photographs of their children at play. Newsletters inform parents about events and activities. The newly adopted record system that staff now use to track children's achievements does not yet provide the adults with a clear picture of individual progress in relation to the six areas of learning. The nursery is aware of the need to develop partnerships with other professionals supporting the children or any other settings children may attend in the future, in order to provide continuity in their care and learning.

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

Most children are happy and confident in the nursery, which shows that they feel safe. Most are happy to be left at the nursery by their parents and staff comfort children effectively. Children make some independent choices and decisions about what activities they want to play with. Staff help them to understand that they must think about others when they play. Children generally know how to behave and how to care for their environment and resources. The older children take responsibility for their nursery environment by helping to set the table and give out food at mealtimes. Children relax and settle down to sleep after lunch and they are monitored by staff directly at this time to keep them safe.

Overall, the progress that children make is satisfactory. Baby room staff are kind to the babies and they speak to them in gentle tones. However, at mealtimes especially, staff sometimes fail to interact with the babies. Interactions over sand play and art activities are much more positive. Staff talk to the children about the materials and how they feel, encouraging them to explore and be curious.

Staff working with the older group in the main playroom interact well with most, but not all, children. They use counting and matching games and puzzles well to help some children learn, but a small number of children do not reliably get the support that they need to make progress and develop their skills for the future to the best of their ability. A few children play happily enough, but they drift from activity to activity and staff miss some good opportunities for helping them to develop their understanding of numeracy, their language for communication and their dexterity. Children learn about life in different parts of the world and they take part in some worthwhile celebrations linked to a range of cultures.

Children have tasty fresh fruit snacks, including fresh raspberries, dried fruits and sliced pears. They eat their food with great pleasure and take frequent drinks of fresh water. Children benefit from daily outdoor play and they eat balanced meals that are freshly cooked on the premises. Older children learn about the importance of cleanliness. However, the nursery routines for handwashing and nappy changes are not always followed correctly by the staff working with the babies. This inconsistency is linked to a lack of staff training, qualifications and experience of working with children under two years.

Observations and assessments and their use in planning for progress in this new

nursery are satisfactory overall. Learning journey books are useful, but the system of showing how children have moved on in their learning has been only recently adopted and consequently it provides limited information and evidence of how each child is progressing in all six areas of 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?	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	3
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	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	3
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