

Sweetcroft Day Care

Inspection report for early years provision

Unique reference number EY363185
Inspection date 27/01/2012
Inspector Yasmine Hurley

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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

Sweetcroft Day Care was registered in 2007. The nursery operates from a scout hall in Uxbridge in the London Borough of Hillingdon. It uses a large main hall, an enclosed outdoor play area, a kitchen and toilet facilities. It is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 26 children, all of whom may be in the early years age group, with no more than six under two years. There are currently 65 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery currently supports a number of children learning English as an additional language. The nursery employs ten staff, of whom seven, including the manager, hold appropriate early years professional qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a very welcoming and child-centred environment. They enjoy a wide choice of interesting activities and make good progress in their learning and development. Overall, staff promote children's welfare effectively, providing a safe and generally healthy environment. Excellent working relationships with parents, carers and other professional agencies are very successful in supporting staff to meet all children's individual needs. The staff team demonstrates a good commitment to continuous improvement through effective systems for self-evaluation and ongoing training.

What steps need to be taken to improve provision further?

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

- improve systems to keep the premises clean, with particular regard to flooring
- extend children's understanding of healthy eating through discussions at mealtimes.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting systems are in place to ensure that all staff are experienced and suitable to work within their roles. The staff team has a good understanding of safeguarding children. They know how to make referrals to outside professionals should they have concerns about children's welfare. The premises are very secure and there are effective procedures in place to prevent

unwanted visitors gaining access. Robust risk assessments enable staff to quickly identify and address any potential hazards to children on the premises and on outings. All staff hold a current first aid certificate, which means that children receive effective care if there is an accident. Staff maintain mandatory records effectively. Generally, the nursery promotes hygiene successfully although some areas of flooring are not clean, which potentially increases the risk of cross infection.

Most staff are well qualified, experienced and work together efficiently. Regular team meetings and carefully chosen training support all staff to work as an effective team to evaluate their practice and drive improvement well. Consequently, all staff are happy and motivated in their roles, which in turn enhances their commitment to improve quality outcomes for children. The nursery has effectively addressed all the recommendations raised at the last inspection and successfully identifies where provision requires further improvement.

The nursery environment is well-organised overall and staff provide play areas that attract children's attention both indoors and outdoors. The high ratio of staff to children supports safety and learning successfully. Staff effectively promote children's independence as they encourage them to make choices from a broad range of good quality resources. The nursery promotes inclusive practice at all times as staff have a good awareness of children's backgrounds and differing abilities. For example, effective strategies are in place to support children who are learning English as an additional language. Staff work well together to plan and help all children meet individual targets for their development. Staff fully acknowledge children's varying cultural backgrounds and successfully raise children's awareness of others through special events, including a variety of religious and cultural festivals. Children have access to a good range of resources reflecting these backgrounds, such as dolls, books and dressing-up clothes.

The nursery has exemplary partnerships in place with parents to support children's learning. Discussions with parents demonstrate that they are extremely happy with their children's care and learning outcomes. Staff consistently seek the views of all parents through discussions and questionnaires. Parents receive very good information about their children's progress. For example, two-way daily contact sheets keep parents fully informed about their children's care and learning. This process also strongly encourages parents to be involved in their children's learning and developmental outcomes. The nursery has excellent links with other professionals and providers and is very committed to the inclusion of all children. Staff support children very well during the transition from nursery, as they have excellent links with several schools.

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

All children play in a stimulating environment and thoroughly enjoy their time at this very welcoming nursery. Activities include a good mix of adult-led and free-choice play. Children are very settled and show an extremely strong sense of

security, which gives them the confidence to explore their environment independently.

Staff effectively promote children's communication, language and literacy skills as all children, including babies, enjoy books, early writing and conversing in a variety of different ways. Children are beginning to form initial letters of their names and to sound out words. Staff challenge older children by encouraging them to write their name. Children enjoy using new skills to solve problems and to count, which helps them make good progress for their future lives. For example, they confidently count to 20 and use skills for measuring and calculating. They explore and investigate in both indoor and outdoor environments. These experiences effectively help children to make sense of the world around them.

Children immerse themselves in creative play, using modelling dough, sand and water, paints, miniature people and animals. They extend such play of their own accord by adding new resources and developing ideas. Staff provide careful assistance when necessary, such as guiding them through the words on the computer screen and helping them use the games. Babies receive good levels of care from staff. Robust settling in procedures help them to form extremely secure attachments. They explore good quality resources, such as interactive toys, musical instruments and treasure baskets, to encourage their curiosity and exploration.

An effective key person system ensures there are efficient methods for observation and assessment. Staff effectively consult parents before children start at the nursery to gain useful information about their abilities. Written observations of children's achievements and interests, together with photographic evidence, enable parents and carers to enjoy very clear, visual images of their children's experiences. Children are clearly making good progress from their starting points and staff plan activities to suit their individual needs.

Children form excellent relationships with staff, showing exemplary behaviour and respect towards other children and adults. They show excellent cooperation and turn-taking skills with others. They know what staff expect of them and have an extremely good understanding of how to stay safe. They demonstrate this knowledge through their play as they very confidently talk about potential dangers and how to keep themselves safe.

Children enjoy participating in stimulating activities, such as music and sports sessions, and they are physically active in all weathers. They develop their control and coordination skills effectively, as they use the slide, scooters and tricycles. They demonstrate a good understanding about the importance of regular exercise. They progress well overall in learning about healthy living, although staff do not always make good use of mealtimes to teach them about healthy eating. Children develop some excellent self-care skills as they wash their hands and brush their teeth independently, and help themselves to drinks and healthy snacks. They relish taking on such responsibilities.

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

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| 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

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|--|---|
| 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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| 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 | 1 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 1 |
| 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