

# Carmena Christian Day Nursery

Inspection report for early years provision

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**Unique reference number** 123109  
**Inspection date** 19/06/2012  
**Inspector** Jane Nelson

**Setting address** 47 Thrale Road, Streatham, London, SW16 1NT

**Telephone number** 020 8677 8231

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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

Carmena Christian Day Nursery registered in 1990. It is run by an individual proprietor and operates from a house situated in Streatham, in the London Borough of Wandsworth. The premises comprises of four rooms on the ground and first floor of a house. There is an enclosed outdoor area that is used for outdoor play. There is level access to the premises and bathroom facilities are accessible on the ground floor.

The nursery is registered on the early years register to care for a maximum of 43 children in the early years age range. The nursery operates from 8.00am to 6.00pm Monday to Friday throughout the year, except for the usual bank holiday closures, and a week's closure at Christmas.

There are currently 64 children aged from nine months to under five years on roll. Of these, 31 children aged three and four years receive funding for early education. The nursery currently supports a number of children who speak English as an additional language. The nursery employs a team of 15 staff. Of these, 13 hold appropriate early years qualifications and two are working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery has a welcoming and caring atmosphere, created by management and staff. Children share affectionate interaction with staff, who plan and provide a range of activities they enjoy. As a result children's individual learning and development needs are supported appropriately. The nursery has begun the use of self evaluation, particularly reflecting on improvements they have made, demonstrating a sound commitment to ongoing improvement. However this is not yet consistently monitored. Therefore some aspects for ongoing future development, such as reviewing planning, the daily routine, and monitoring consistent implementation of all aspects of health and safety, are missed. Partnerships with parents are a particular strength of the nursery and result in good communication and contribute to the welcoming atmosphere.

## What steps need to be taken to improve provision further?

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

- develop understanding of the requirements of health and safety legislation (including hygiene requirements) with particular regard to nappy changing arrangements and keep staff informed and up to date
- develop the links between observations, assessment and planning to ensure

the daily routine meets the needs of all children consistently, making full and effective use of the indoor and outdoor environments and giving time for children to pursue their learning without interruption

- develop reflective practice and self-evaluation to identify the setting's strengths and priorities for development in partnership with parents and staff to improve the quality of provision for all children, and monitor and implement any areas for development.

## **The effectiveness of leadership and management of the early years provision**

The nursery uses risk assessments appropriately to monitor safety issues and maintains the required records. The staff team are aware of the procedures to follow relating to child protection, if concerns arise about a child's welfare or a colleague. Most staff have attended in house training relating to safeguarding. Appropriate recruitment procedures are implemented to establish staff are suitable to work with children. Generally health and safety procedures are implemented appropriately. However on occasion, staff do not implement procedures regarding food serving arrangements and the use of nappy changing areas consistently.

The nursery has a welcoming and caring atmosphere which reflects the management's ethos and supports children and their families. A varied range of age appropriate play resources and equipment are provided and many are easily accessible to children. Space is generally well organised inside, and children have time tabled access to a refurbished well equipped out door area. Staff plan and provide a range of activities and experiences that children enjoy and that support their individual learning and development appropriately. At times these include experiences that capture children's interest. For example, staff creatively use props to illustrate a nursery rhyme and babies thoroughly enjoy a tactile activity exploring custard in a tray with their hands. However, this level of engagement is not consistent during all aspects of the daily routine. For example, on occasion activities such as, singing or story reading, go on for too long, continuing after children's interest has waned.

The staff team are happy in their work and share affectionate and caring interaction with children. They use their knowledge and observations of children's development to focus planning, although this is not always implemented consistently. Some staff are more skilled at supporting older children's language development through asking open questions and promoting discussion. Staff supervise children well and encourage the taking of safe risks, particularly with younger children when they are using the outdoor area. Equality and diversity are promoted well in the nursery, valuing individual children and their families and supporting all children's understanding of the local and wider community.

The nursery has begun the use of self-evaluation and used this to reflect successfully on the progress made since their last inspection and improvements they have implemented. Appropriate use is made of resources, such as, in house training and seeking advice from the local authority. This demonstrates their sound commitment to ongoing improvement. However self-evaluation is not consistently

monitored, resulting in some aspects being missed. For example reviewing how the links between observations, assessment and planning are used to ensure the needs of all children are met consistently. Also reviewing the daily routine and how the indoor and outdoor environments are used, to make sure all children can pursue their learning without interruption.

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

Children enjoy their time at nursery and demonstrate they feel very safe and secure with staff. Children are developing a range of skills they will use in the future through the experiences and activities they share at nursery.

Children follow the planned nursery routine, and while this provides some security, there are occasions when this interrupts their play. For example, children needing to come inside when their planned time outside is finished and sitting at tables for longer than necessary as they wait for meal times. Although staff use this time for singing and reading stories, some children are not fully engaged and lose interest. Some activities such as the use of a real egg to illustrate a nursery rhyme and how this breaks, when it falls off a table, capture children's interest. However this level of engagement is not consistently sustained or extended throughout the nursery day.

Children develop a strong sense of belonging in the nursery. Emphasis is placed on building children's confidence; as a result many demonstrate age appropriate self confidence in aspects of their play and learning. Older children proudly show their photographs displayed on the wall and take pride in demonstrating the letters they can write. Babies show developing confidence in emerging walking and crawling. Younger children show confidence as they enjoy moving during an energetic Bangra dancing session, using their physical skills to balance and doing break dance movements. Children thoroughly enjoy their timed play sessions in the garden. They use various physical skills to move and manipulate equipment and utensils such as bikes and pouring containers. They learn about the natural world observing the insects flying and exploring different textures, such as, sand and dried leaves. Children problem solve as they fill and empty containers with sand and water and complete puzzles. Older children use numbers confidently in their play, talking about the number ten and writing the number.

Children generally behave well and show awareness of what is expected of them. Older children listen, respond to staff requests and are learning to share and take turns during activities such as ring games and sharing equipment. Younger children are developing these skills through their play and as they build friendships. Children's achievements are praised and valued, although, explanation for the praise and what they have done well are not always clear.

Children demonstrate a good awareness of their own safety. For example, babies and younger children are supported well by staff in gradually increasing their confidence. They explore and move safely around inside and on different surfaces

and gradients in the garden. Children take pride in their achievement of getting to the top of the hill and running down the other side. Older children, move around carefully and use the stairs safely when going to and from the garden. Children follow practices that support their awareness of their own health and hygiene. For example, hand washing and cleaning their teeth, as part of the daily routine. Children enjoy healthy snacks of fresh fruit and their home cooked lunch of leek and potato pie. Babies' individual feeding and sleeping routines are followed, providing continuity and reassurance.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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

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