

# Children's Corner Day Nursery

Childrens Corner, 29 Hastings Road, LONDON, W13 8QH

<b>Inspection date</b>	14/11/2013
Previous inspection date	01/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children learn to behave well and play co-operate due to the consistent strategies in place for managing children's behaviour and supporting their personal and emotional well-being.
- The activities provided are challenging and inviting, experiences which support children's individual interests and stages of development in all areas of learning.
- Staff interact positively with all children and speak with them often to support their communication skills.
- Partnerships with parents are successful, they receive regular information about their child's daily care and developmental progress.

### It is not yet good because

- Staff do not always follow the required procedure for the administration of medication as staff do not always obtain prior written consent to administer each type of medication.
- The provider is unable to provide evidence of all staff qualifications.
- The procedure in place to follow in the case of serious accidents does not include making notifications to all regulatory bodies when required.
- On occasions, staff do not always provide enough time for children to respond to the open-ended questions they have put to them.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector conducted a joint observation in the garden with the manager.
- The inspector observed teaching both indoors and outdoors.
- The inspector gained parents views about the nursery by speaking to them on the day of the inspection.
- The inspector sampled a range of documentation.

## Inspector

Maria Conroy

## Full report

### Information about the setting

Children's Corner Day Nursery is run by Teddies Nursery Ltd. It opened in 2010 and operates from three rooms on the ground floor of a detached house in West Easing, in the London Borough of Ealing. It is open each weekday from 8am to 6pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area. There are currently 41 children in the Early Years age range on roll. The setting is in receipt of funding for the provision of free early education to children aged, two, three and four. The nursery supports children with disabilities and or special educational needs and those who speak English as an additional language. Children's Corner Day Nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The provider employs 11 staff, eight of whom hold a National Vocational Qualification at level 3, two at level 2, and one staff member is a trainee. In addition, the manager holds the National Nursery Nursing Board Qualification (NNEB). The chef who prepares the meals is trained in food hygiene.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain written permission from parents from each type of medicine prior to administration
- review and improve the procedures for dealing with serious accidents including; contacting the local child protection agency to inform them
- provide evidence of all staff qualifications.

#### To further improve the quality of the early years provision the provider should:

- Support children's thinking skills further by providing time for children to respond in a way they prefer when asking children questions.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a through understanding of the Statutory Framework for the Early Years Foundation Stage and they use this knowledge to provide exciting learning experiences within the planned activities to support all areas of learning. Staff undertake regular

observations and assessments, this enables them to plan specific activities that will support children's individual development. Staff support children with additional needs, they work with other professionals involved to implement an individual educational plan to promote their identified needs. This along with the positive interaction and support from staff provides children with an effective learning environment. Staff undertake regular developmental reviews which are shared with parents including the progress checks between the age of two- and three-years-old. This helps them to identify if children are making sufficient progress in their development and identify any gaps in the support children need to progress and achieve.

Staff support and encourage children's language development, they consistently provide a running commentary on what children are doing, enabling children to match actions with words. For example, children have fun hiding dinosaurs in soil with glitter. Children enjoy cuddling up to staff while they listen to familiar stories, quickly joined by a number of their friends. Staff promote children's learning to make the most of many learning opportunities. For example, they incorporate a range of vocabulary helping to support children's language skills and their understanding of simple mathematical concepts. They compare the size of different snowmen and dinosaurs. When staff ask children to think of another word for large, they confidently shout out 'huge'. Staff reward them by thanking them for using such lovely words. However, on occasions staff do not allow plenty of time for children to respond to the questions they ask so children are not able to think about their own answers.

Staff support children's personal and emotional development effectively. They talk to children about how their actions effect how others feel. For example, when a child shares a blanket with a member of staff she tells him, that makes me feel so happy, well done. Children are reminded to use their words, to tell their friends how they feel rather than their body. They take part in planned small group activities, which are targeted to help improve their confidence and social skills. Consequently, this supports them in the skills they need to move onto school. Children's physical development is encouraged through the well-planned activities provided. They enjoy collecting leaves in the garden and then have great fun throwing them up into the air and trying to catch them. They use scissors to cut play dough, pour water into different containers and throw the ball into the basketball net.

### **The contribution of the early years provision to the well-being of children**

There are some weaknesses in the leadership and management of the nursery that mean that children's well-being is not fully assured. These weaknesses concern the management of medications and reporting procedures for significant accidents. However, children are learning how to stay safe through well planned activities; for example, staff remind children to check the water in the bath to make sure it is not too hot for the baby and to blow on their hot cup of tea they have made in the home corner. The effective key person system enables children to feel safe and secure, with parents commenting that their children talk about their special person when at home.

The enabling environment effectively supports children's learning. The activities are attractively set out with the children's interests and development in mind; they are consistently evaluated to enable children to take part. For example, when children are reluctant to put their hands into the soil tray, staff add glitter making it more attractive and children are quick to hunt for dinosaurs. The resources are easily accessible and well organised; including play dough and rice, which are placed in the home corner to extend children's imagination. Children engage in regular outdoor play and take part in a range of visits within the community to support their learning. Children behave very well and staff track children's behaviour to identify any patterns occurring. They consistently support positive behaviour and act as positive role models, praising them for "good listening" and "good choices", which promotes children's self esteem and social and emotional development.

Children are encouraged to have a healthy lifestyle. They enjoy outdoor play where they have many opportunities to support their physical development. For example, they steer bikes, balancing on scooters and using chalks; they pour water from one container to another to gain hand skills in preparation for the next stage of learning. Children enjoy a varied diet including fresh fruit and vegetables, meat and salad. Staff reinforce children's understanding of nutritious food, they incorporate discussions about where different foods come during snack time and the benefits of drinking milk. Staff tell children that we need milk "to give us healthy bones and teeth". Staff are aware of children's individual dietary needs and implement effective procedures at meal times. This promotes children's nutritional needs.

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

The provider has a generally secure understanding of the Statutory Framework for the Early Years Foundation Stage. There are procedures in place for dealing with accidents, which are recorded by staff and parents who are informed. However, while the provider has contacted Ofsted and followed RIDDOR procedures, they have failed to notify the local safeguarding officer, following a serious accident. Consequently, this is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage. Also, while a suitable procedure is in place for the administration of medications to children, staff do not always follow this for all medications. There are occasions when staff have not obtained written consent from parents prior to the administration of medication to children. This is also a breach of the requirements of The Statutory Framework for the Early Years Foundation Stage. There are secure procedures in place for recruitment of staff, to ensure they are suitable to work with children. However, the provider is not able to evidence the qualifications for all staff. This is a breach of welfare Requirement. Staff take part in regular supervision and appraisals which helps to monitor staff practice and identify training needs. For example, staff have completed training which they have successfully implemented to support children in gaining confidence in their social skills. The manager consistently evaluates their changing patterns of children's attendance, she adjusts the rota, to make sure staff ratios are suitably maintained. Staff confidently demonstrate their knowledge and understanding of the systems in place for safeguarding

children including procedures for whistle blowing and the use of mobile phones and cameras in the nursery. New staff are supported by the induction programme in place. Risk assessments are effective as the staff regularly check the building and all the areas the children access, including when on outings.

The manager aspires to make improvements to the service provided. There are suitable systems to evaluate practice, which pinpoint weaknesses and identify actions required to make the improvement. However, on occasions when procedures have been reviewed and updated, they are not consistently checked to ensure they continue to meet the regulations required. The manager regularly seeks parent's views and acts upon them, ensuring they are made aware of the changes made as a result. For example, they now give parents more details on the curriculum and how staff track their children's progress. As a result, this helps parents understand and support their children's learning, improving the information exchanged with parents when they drop and collect their children. The senior staff team are not included in the adult child ratios to enable them to support staff during the day, for example over lunch breaks and to enable staff to do their planning.

Partnerships with parents are positive. Staff share information with them on a daily basis about their children, including what they have eaten, their nappy changes, sleep routine, activities their children have taken part in and any accidents that may occur. The regular newsletter keeps parents informed about changes to the staffing and activities provided. There is additional information displayed in the hallway, regarding staffing and daily routines. Parents are invited to contribute to their children's learning through the 'wow cards' that let staff know what children have been doing at home. Staff gain information from parents when children join and use this as their children's starting point. Parents comment they notice improvements in their children's development, their children look forward to attending and they like the good communication about what happens in the nursery. They feel both the parent and their child were very well supported during the settling in procedures and staff continue to do so.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY402035
<b>Local authority</b>	Ealing
<b>Inspection number</b>	938413
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Teddies Nursery Ltd
<b>Date of previous inspection</b>	01/06/2010
<b>Telephone number</b>	0208 840 5591

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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