

# Alpha Day Nursery

St Johns Congregational Church Hall, Bensham Manor Road, THORNTON HEATH, Surrey, CR7 7AG

<b>Inspection date</b>	14/07/2014
Previous inspection date	11/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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 are happy and settled in nursery and develop positive relationships with their key person and other adults in the setting.
- Staff work well in partnership with parents, promoting continuity of children's care and learning.
- There are effective links made with external agencies and professionals to promote continuity in meeting the needs of children with special educational needs well.

### It is not yet good because

- Management do not effectively monitor all aspects of children's learning and staff practice. Consequently, weaknesses in teaching are not always successfully identified. As a result, staff do not sufficiently challenge children to maximise their progress in all areas of their learning.
- Staff do not manage children's behaviour consistently and, therefore, children are not supported to understand what is expected of them and behave appropriately.
- Staff do not consistently provide resources and opportunities to develop children's independence skills throughout the day and the daily routines.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector conducted joint observations with the manager.
- The inspector sampled records, including, children's files, planning, self-evaluations and improvement plans.
- The inspector spoke with parents and took account of their views.
- The inspector observed children taking part in activities and during meals.
- The inspector spoke with the manager, children and staff.

## Inspector

Karen Rolls

## Full report

### Information about the setting

Alpha Day Nursery has been registered since July 2001. It operates from a church building located in Thornton Heath, in the London Borough of Croydon. The nursery has exclusive use of the nursery areas during hours of operation. Children are divided into age-appropriate groups and have access to a secure garden area. There are currently 42 children on roll, all of these are in the early years age range. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery is open daily for 49 weeks of the year, closing at Christmas and for one week during the summer and Easter. Operational hours are between 7.30am to 6pm. There are 12 staff working with the children. The manager/proprietor has achieved her Early Years Professional Status and all other staff hold appropriate childcare qualifications. The nursery is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four.

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

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

- ensure that children's behaviour is managed consistently, using age-appropriate techniques; and ensure that the behaviour management policies and procedures are implemented effectively
- improve the monitoring and evaluation of educational programmes and teaching to ensure all children are consistently challenged in all areas of learning

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

- increase opportunities for children to consistently develop their independence, for example, by providing appropriate equipment to enable them to extend their independence skills during mealtimes.

## Inspection judgements

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

Children generally enjoy their time in the nursery and have some positive opportunities to play and learn. Educational programmes, overall, cover the seven areas of learning and help children's developmental progress. However, some activities are less well planned for by staff and, on occasions, activities are mundane and lack a good level of challenge.

Therefore, on occasion, this leads to children not fully engaging in their learning so they are not making as good a progress as they could.

When children start at the nursery staff seek information from parents to learn about what their children do at home. Staff maintain suitable records of children's development. This information, as well as that which staff gather through observations, helps determine children's starting points. Staff then build upon this by identifying children's next steps in learning and planning activities which meet the majority of children's differing needs. However, the systems to monitor the delivery of the educational programmes and quality of staff teaching are not fully embedded. Therefore, there are inconsistencies in how staff challenge children and, consequently, do not fully support children's progression in all areas of their learning. Staff encourage parents to share children's learning from home in daily exchanges of information, parent consultations and newsletters. As a result, this helps promote a united approach and begins to build on children's learning at home.

Staff share the assessments they complete on children with other early years settings children currently attend or will be moving on to. For example, when children attend other nurseries, or are going to start school, staff provide these settings with details of children's current achievements and areas targeted for further development. This helps smooth children's moves on to school and enables teachers to build on what children already know and can do. Staff develop positive partnerships with other professionals to provide appropriate support to children with special educational needs. This means there are suitable processes in place to promote a consistent approach to children's care and learning. Staff mark the end of the children's time at nursery with a celebratory 'Graduation ceremony' before the move to school. This boosts children's self-esteem and confidence.

Staff provide some resources for children to draw and write with. This helps develop their pre-writing and literacy skills. There are a range of books available and staff sit with children as they look at these. They talk to the children about what they see in the books and this helps develop children's language and communication skills. Staff, at times, encourage children to talk about the activities they are participating in. For example, during an activity where children cut and explore potatoes and carrots, staff talk to them about how to cut safely. However, staff do not always consider the learning intentions of activities, or extend children's language or understanding consistently. Therefore, children are not always consistently challenged in their learning.

Staff help children to learn about their own cultures, and those of others. For example, they celebrate a range of festivals and for Chinese New Year children make lanterns and dragons on sticks. This ensures children gain an awareness of other cultures and diversity in a fun way. Children develop a sound sense of belonging. Staff display a range of images around the rooms which represent the diversity of the local area and children attending. They also encourage parents to provide welcoming words in their home languages. This demonstrates that children's cultural backgrounds are respected and they are encouraged to feel proud as they share their personal experiences. Children learn about their local area and community. They go on planned trips to the local post office and supermarket. They also go to the park, where they have space to run and develop their physical skills.

This helps develop children's understanding of the community they live in.

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

Staff implement a key-person system to help children settle in the nursery. Staff exchange information with parents about children's routines and their wishes so they can meet children's individual needs. Parents state they are pleased with the friendly and welcoming environment, and are confident that their children will be happy throughout the day. Staff make sure that water is available for children to drink at all times. They are able to help themselves when they feel thirsty. This means that children begin to recognise their own needs and learn about a healthy lifestyle.

Staff are helping children to develop independence skills. Children go to the toilet and wash their hands. They are encouraged to put on their coats and find their name mats on the tables at mealtimes. Children receive a range of meals cooked freshly on the premises which contribute to their good health. The setting employs a cook on site to ensure that children follow a healthy balanced diet. Children sit at the table and at times try to serve themselves their food. The menu is varied and children show that they enjoy the food provided by requesting second, and sometimes third, helpings. Staff extend children's well-being and learning because they talk to children about healthy eating. For example, they explain that vegetables are good for them because they will make them grow. This leads to discussions about who has the strongest muscles. However, on the day of inspection, the inspector observed that the bowl of rice and sweet and sour were too large, as was the serving spoon, so children could not manoeuvre food from these bowls to their plates. Therefore, staff do not always consistently provide equipment and opportunities that promotes children's independence skills. Children know how to behave at lunchtime and they support each other to make the right choices. However, throughout the day there are times when staff are unable to manage children's behaviour well or consistently help children learn what is expected of them. This means that staff, at times, do not notice when some children's actions hurt other children. Therefore, children are not learning what is expected of them and some children's boisterous behaviour has a negative impact on the well-being of other children present.

Staff provide a range of resources for children to use. These are stored in a way that children can select for themselves what they want to play with. For example, children enjoy building with construction materials. This helps them to develop their problem-solving skills and develop their smaller muscle control. There is a small outside area where children can develop their physical skills.

Staff have links with local primary schools. This means that teachers are able to visit children in their familiar surroundings, and talk to key person's about children's stages of learning and development. This helps children with their move on to school.

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

The leadership and management of the nursery is satisfactory. There are a range of policies and procedures implemented to help safeguard children, which are reviewed on a regular basis. Staff are aware of their responsibilities and demonstrate a sound awareness of the signs and symptoms that might cause them concern about a child's welfare. They know who the designated child protection person is and how to report any concerns to outside agencies if necessary. Staff demonstrate a secure understanding of safeguarding and, therefore, safeguard children's welfare and well-being well. There are processes in place for self-evaluation which demonstrates the provider's sound capacity to maintain continuous improvement. For example, recommendations made at the last inspection have been addressed and staff have identified areas for future improvements. This promotes positive outcomes for children. There are suitable procedures in place for staff recruitment. All staff undergo suitability vetting and recruitment processes to ensure that they are safe to work with children. For example, staff who apply for positions at the nursery complete application forms and, when employed, undergo an induction period to ensure they are aware of their roles and responsibilities.

Staff undertake risk assessments daily to identify and address any potential risks to children. Staff have completed training in first aid and, therefore, are aware of how to treat children when they are hurt, ill or in need of medication. Staff undertake regular training to update their knowledge. They take part in regular supervision and complete annual appraisals. The manager observes staff regularly. Staff also observe each other's practice and generally feedback on the strengths and weaknesses they see to help supports each other in developing their practice. However, this does not always identify inconsistencies in staff practice and areas where there are inconsistencies in promoting children's learning and development skills.

Staff work closely with parents and have developed sound partnerships with them. This helps promote a cohesive approach to learning and helps children make steady progress. A home-link book is used for younger children and this enables staff to maintain a positive two-way flow of communication. In addition, staff ensure that all parents of older children are greeted at the end of the day to share information about children's play and learning. Staff value parents' contributions to children's learning and development. They obtain information from parents so that they are able to reflect children's interests at home in the planning. Staff work closely with parents of children who have special educational needs and/or disabilities. Staff demonstrate a secure understanding of working with outside agencies, with the agreement of parents, so that children's individual needs are met. Parents feel that they are welcomed and they speak favourably about the care and service they are provided. Parents, who expressed their views, feel that their children are happy at the nursery and like the 'friendly, homely atmosphere'. They comment that they feel their children are supported well and like the daily verbal exchange of information that staff provide. This demonstrates positive partnership working.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY224877
<b>Local authority</b>	Croydon
<b>Inspection number</b>	837062
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Yetunde Adedotun Osonaike
<b>Date of previous inspection</b>	11/11/2010
<b>Telephone number</b>	020 8689 9990

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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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