

Elm Park Nursery

Inspection report for early years provision

Unique Reference Number	144101
Inspection date	26 February 2008
Inspector	Janet Sharon Williams
Setting Address	90 Clarence Avenue, Clapham, London, SW4 8JR
Telephone number	020 8678 1990
E-mail	
Registered person	The Partnership of Mr & Mrs Taylor
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Elm Park Day Nursery opened in 1991. It is situated in Clapham in the London Borough of Lambeth. There are currently 155 children from three months to five years on roll. This includes 48 funded three-year-olds and 19 funded four-year-olds. The setting currently supports a number of children with special needs and who speak English as an additional language.

The Nursery opens five days a week. The nursery closes for Bank Holidays, two weeks in August, almost two weeks over Christmas/New Year and one week at Easter; Sessions are from 08:00 until 18:00. Children attend for a variety of sessions.

There are 28 staff employed to work with the children. Over half the staff have early years qualifications. Eight staff members are currently working towards a recognised early years qualification. The setting receives support from a mentor from Early Years within the local authority. Part of the teaching method used in the nursery is Montessori.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in an environment that is clean and well maintained. Good hygiene practices have been put into place in most areas, such as, children are reminded to wash their hands after using the toilet and know that they must wash their hands before meals. Staff have good nappy routines in place to avoid cross contamination. For example, they wear an apron and disposable gloves and clean the changing mat with anti-bacterial spray after use. However, a few of the toys are dirty.

Satisfactory procedures are in place for recording accidents and medication administered. Parental permission has been obtained for most medication dispensed. Parents receive details on medication administered. This also includes nappy cream for babies, however, written consent has not been attained. Most staff have an up to date first aid certificate and there are several well stocked first aid boxes around the premises, to enable staff to carry out first aid in the event of an emergency.

Children are served with healthy nutritious meals, for example, at snack time they can help themselves to various healthy options, such as, fruit, rice cakes and raisins. At lunch time meals are varied and balanced, freshly prepared and cooked with a selection of vegetables. Their dietary requirements are respected and alternative meals are provided for vegetarian or any other dietary needs. All information regarding what children can eat is gathered prior to placement and each group room has a list displayed.

Younger and older children have plenty of daily exercise each day. For example, they access the large garden, where they are able to run freely in open space and access varied equipment, such as, hula hoops, scooters and sit and ride toys. Babies are able to crawl freely and comfortably in the baby room area. Children's sleep routines are facilitated and clearly recorded as sufficient sleep helps their well being and growth.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe and secure and all of the necessary safety precautions have been taken to minimise accidents. Regular fire drills are practised and recorded, fire evacuation plans are clearly displayed to enable staff and children to evacuate the premises safely, stairs are inaccessible to the children and no person can enter the premises without ringing the door bell. The outdoor play area is checked each day and toys and equipment are suitable and safe for children.

Children are able to access a satisfactory range of toys and equipment, for example, Montessori materials, such as weighing and pouring equipment, a range of puzzles, large and small constructive toys art and craft materials, sand and a book corner. They are also able to independently help themselves to resources in the large communal areas. Some of the younger children's group rooms have well resourced home corner areas. However, for older children the home corners are not organised for children to use their imagination creatively, for example, few dressing up clothes and play equipment. Most rooms have appropriate space for children to move around freely and comfortably. Children are also able make use of other rooms within

the setting. However, one of the group rooms does not meet with the minimum space requirements for the number of children being cared for.

Children are safeguarded and protected through staff's sound understanding of child protection, some are able to clearly describe many of the signs and symptoms of abuse and know the procedure to follow. All group rooms have a hand book relating to issues surrounding child protection and some staff have completed a child protection training course.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for in a relaxed and caring environment. There are structured routines in place. Activity plans are theme related and combine the Foundation Stage of learning with the Montessori curriculum to complement and support each other. Children are provided with a balanced range of activities that allows them to play alone, in small or large groups and there is a satisfactory range of child initiated and some staff directed activities. Younger children enjoy role playing in the home corner, gluing, sticking, painting, playing with trains and completing puzzles.

There is a positive relationship with staff and children. Staff show an interest in what children want to do. Babies enjoy being close to the staff; resources and play materials are at their level encouraging them to explore the toys around them. They receive cuddles and have a strong bond with the staff that care for them, which increases their sense of well-being. Planning for younger children and babies includes the Birth to three matters. Routines and activities for children under three allow for indoor and outdoor experiences.

Staff primarily support older children in their play to extend their learning opportunities, such as, developing their independence and building self-esteem and confidence. Children participate in a varied range of activities, such as, creative craft activities, making weighing scales and paint using bright colours that relate to the weekly theme. The older children enjoy circle time where they sing songs and rhymes, listen to stories and talk about what day it is and the weather. In addition to children's time at the nursery they also participate in music and dance classes, have swimming lessons and enjoy outings to places of interest, such as, the London Aquarium.

Nursery Education.

The quality of teaching and learning is good because staff have a sound understanding of the early learning goals and stepping stones. The written plans are comprehensive covering all of the six areas of learning. Effective curriculum plans are used to support children's progress. The children's written reports are comprehensive and make clear what children are learning.

Children's language is developing well and opportunities are given for them to practise writing, for example, they make use of the writing materials and many children on completing their art work write their own name. They enjoy listening avidly to stories and are able to answer questions competently. Children are effectively learning new vocabulary, for example, the planet earth and countries from around the world, such as, Australia. This also enhances children's knowledge and understanding of the world, which is good. Children are able to explain clearly about how the sun gives them light. They have opportunities to use their senses and explore a varied range of materials, both natural and manufactured. For example, they mix water and sand together where they are able to be creative and learn volume, such as, making shapes. Many children

use numbers, know their numbers and are able to recognise those that are important to them, such as, their age.

Children have good help skills, they are able to dress and undress themselves independently are able to pour their own drink and assist with tidying up. They concentrate well on self chosen activities. Although children have access to a home corner, the play materials and equipment are insufficient for children to role play and use their imagination creatively. Children are skilled at using a variety of construction equipment and frequently use paper, card, scissors and glue for cutting and joining. They also are able to mould and make shapes using plasticine. Children use a range of outdoor equipment including slides, climbing frames and climb the tree in the garden to develop their balance and co-ordination.

Helping children make a positive contribution

The provision is good.

Children have some opportunities to develop an awareness of equality of opportunities practice. They address a few festivity events and special days, such as, Chinese New Year and Diwali, where they dress up in costumes and for St. Patrick's and Mother's Day they make cards. The staff team, children and some of the toys and equipment reflect diversity. However, the nursery has few resources and play materials to raise children's knowledge about disability.

Children with disabilities and learning difficulties are welcomed into the nursery. They are fully integrated within the setting. Prior to admission parents provide any areas of varied needs which include disabilities and/or learning difficulties. An individual education plan is completed which includes clear written aims and objectives and staff also work with other professionals, such as, speech therapist to ensure that children's individual needs are met.

Children understand the difference between right and wrong and staff take time to explain. Most children are able to explain why they should say sorry if they hurt another child. They relate very well to each other, share, take turns at activities and play co-operatively together. This enables the children to learn to respect one another and have good self esteem. Children's spiritual, moral, social and cultural development is fostered.

Children benefit due to the positive partnership staff have established with parents. Younger children and babies' parents receive written details about their child's day which includes what the child has had to eat, nappy changing routines and sleeping patterns throughout the day. Parents interviewed describe staff as relaxed, friendly and supportive in the management of the children and say they create a happy and stimulating place. They are able share with staff openly about any areas of concern. Parents also receive relevant information about the nursery prior to admission and each month receive a newsletter. The nursery also has a procedure in place for logging complaints.

Partnership with Parents is good. The weekly activity plan is accessible with detailed information demonstrating how children are developing and learning, covering all the six areas of the Foundation Stage. They can also request to see their child's progress report at any time. Parents are given the opportunity to contribute to their child's teaching and learning through making suggestions or when requested bring something in for a topic.

Organisation

The organisation is satisfactory.

Children are cared for by suitable and qualified staff. Most staff have an early years qualification. Staff also have opportunities to apply and attend various training courses, however, some courses to improve their skills and knowledge are not always accessible.

Most group rooms are satisfactorily organised to create a stimulating learning environment for children. The structure of children's day allows for active and quiet play and time outside. Staff work well as a team and are aware of their role and responsibilities. Most mandatory documentation, recommended records and policies and procedures are in place and kept up to date, for example, the recording of children's arrival and departure times.

Leadership and Management is good. Staff are able to work effectively as a team to ensure that children are developing and learning within the Foundation Stage of learning. Staff receive up to date information on teaching and learning within the early years curriculum. Written observation plans are used to enable staff to assess children and move them on to the next step of learning within the Foundation Stage. The manager plans to improve some of the current practices, for example, how progress reports on children's development and learning can be shared with parents more effectively, such as, having parents evenings for the children receiving nursery education funding. Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children's Act inspection the provider was asked to ensure: Ofsted is notified of any communicable diseases as defined by the Health Protection Agency; that staff spend more time talking and playing with children aged eighteen months to three years to develop their language and imagination; and that the baby sleeping area is maintained at an adequate and comfortable temperature. All have been satisfactorily addressed to meet with the well-being of the children.

The Nursery Education inspection recommended: opportunities for all children to have access to creative materials and make choices about how they use these; and identifying children's next stage of learning and how they will be supported in achieving this. Throughout the day children participate in art and craft using various materials, such as, coloured tissue paper and paint all of which contributes to their creative learning. Children's profiles clearly identify how children are learning which enables staff to move children on and achieve the Foundation Stage of learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure resources are kept to a hygienic standard
- ensure that rooms meet with the minimum space requirement for children under two years
- improve organisation, resources and play materials in the home corner for older children
- ensure that children have a satisfactory range of resources and play materials to raise their knowledge about disability
- review how training opportunities can be more accessible to staff to assist with developing their skills and knowledge for working with children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the home corner area to develop children's imaginative skills creatively in relation to role play

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk