



Kentwood Nursery

Inspection report for early years provision

Unique Reference Number	EY102389
Inspection date	18 October 2006
Inspector	Gillian Cubitt
Setting Address	Kentwood Centre, Kingsdale Road, London, SE20 7PR
Telephone number	020 8659 7976
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Registered person	Bromley Adult Education College
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kentwood Nursery is one of three nurseries managed by Bromley Adult Education College. It opened originally in 1982 as a crèche facility and re-registered as a full day care nursery in 2002. It operates from two rooms in the Kentwood Adult Education College, Penge. A maximum of 31 children may attend the nursery at any one time. The nursery offers flexible hours of care during its opening times of 09:30 to 16:30 during term times. All children have access to a secure enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll. Of these, 13 children receive funding for early education. The nursery serves the local community but is primarily for the use of students and tutors attending courses within the centre. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs nine members of staff. Of these, seven hold appropriate early years qualifications and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Babies and children enjoy a varied, healthy diet. All nursery staff have food hygiene training and they are aware of the children's dietary needs. Bottle fed babies benefit because staff prepare milk feeds individually when babies become hungry. This ensures babies' good health as there is no opportunity for bacteria to develop. All staff share the role of food preparation and give children very nutritious snacks and wholesome meals. Children enjoy such foods as chicken casserole at lunch time and, for tea, cucumber sandwiches and fruit. Meal times are an enjoyable social experience for children as they all sit together with staff who help children with their food choices and assist the less able children to pour their drinks.

Children's daily exercise is effectively promoted because they have a period where they enjoy the fresh air whilst playing in their garden. They have a variety of play equipment and bikes to help their physical skills. Babies become more mobile whilst exploring toys and equipment suitable for them; they pull themselves up and practise crawling and walking. Babies also have opportunities to rest according to their needs and their parents' wishes in either baby chairs or cots.

Cross infection is minimised by very good health and hygiene routines for nappy changes and hand washing. Children know why they need to wash their hands and do this independently as they go to their own toilets, pump the soap on their hands, rinse them and either blow dry their hands or use the alternative paper towels. After lunch time, children refresh themselves by washing their hands and wipe their faces with warm, moist flannels which are laundered each day.

All staff attend first aid training and are fully aware of medication procedures which ensures children's health is consistently promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children settle well in the nursery because they have a safe and pleasant environment in which to play. With their pictures attractively displayed they relate to their nursery and this is further promoted by the warm greeting staff give them on their arrival.

There are very good procedures in place for visitors, such as thorough signing in systems and entry phones which protect children. Children are also well supervised because there is a high ratio of staff to children. Staff also make use of the 'walkie-talkie' system to talk to staff whilst outside or in other rooms. This ensures that the staff to child ratio is never compromised and children feel confident as they know there is always a friendly member of staff nearby to assist.

Staff are vigilant in their risk assessments to ensure children play with toys that are of high quality and their play environment is safe. For example, staff are thorough in recording fire drill procedures and are very aware of the hazards of smoke. To this end, staff have suggested an action plan, when children play outside, to ensure that they are not exposed to passive smoking from other users of the college who also use the outside area for tea breaks.

Children are kept safe from harm because staff know and follow clear procedures in respect of child protection.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and settled in the nursery. Staff are aware of the difficulties for new children and babies to settle and this is compounded by the fact that the nursery only operates during term times. Staff therefore focus on children's individual needs in their settling in methods. With this positive attention from the staff, children become confident and build good relationships with adults and other children. Babies and toddlers are involved in a variety of enjoyable experiences which have been planned using the framework of Birth to three matters. All children have a wide variety of toys and resources to promote their development and learning. Babies move around in comfort on the play mats and settle quickly at rest times to the soothing singing of staff.

Nursery Education

The quality of teaching and learning is satisfactory. The staff have a relaxed and friendly relationship with the children who are settled and secure. Staff plan and provide a range of activities for the children daily and these contribute to children's development in all areas of learning. Staff have an understanding of the Foundation Stage curriculum and their plans effectively cover all areas of learning. They make observations on what children are doing and most staff use these effectively to assess children's progress. Staff, however, find that because of the nature of the provision being term time only, it impacts on the continuity of children's progress in their education. Staff record their observations on the children's records and use focus activities to target children's individual needs. Not all staff however, are consistent in their observations and assessments which means that some children's abilities are not fully noted and extended.

Most children are interested in the activities and are keen to take part, sometimes showing good levels of concentration. Children's confidence is growing and this is positively promoted at circle time where they talk about themselves and play games. For example, children have fun when playing their game of 'what's in the box' and become animated when staff bring out various items such as a model snake or cat. Children describe the items and all enjoy passing them from one to another. Staff continuously ask questions to extend children's understanding and communication skills. Children know the game is finishing when staff introduce the 'tidy up' song; the children happily sing as they put items back in the box. Children's confidence and their own independence is further promoted, particularly with respect to their personal care, pouring drinks and learning to put on their coats for outside play.

Children know that print has meaning; they carefully listen to stories and they see words which are displayed around the room, such as the days of the week and names of play areas. Most children are beginning to recognise their names because they collect these each day at meal times and staff reinforce the understanding of less able children by phonetically sounding out the first letters of their names. Children's mathematical awareness is promoted by a selection of available resources which are accessible. Staff count children when they are in groups but staff do not extend this activity for more able children to learn early skills in addition and subtraction. Also, resources and opportunities to use simple calculations whilst role playing in the shop are limited. Children enjoy their imaginative play and make the most of making models from junk and creating colourful collages of the things they like.

Children learn about their world through practical activities for cultural awareness such as making pastry for samosas. Children see how sticky their hands become as they try to mix the pastry and how it forms when adding more flour. Children look at natural objects such as pine cones whilst inside, however, there are limited opportunities for children to extend their understanding of nature whilst playing in the garden. For example, there is no area to dig, plant seeds and watch small creatures.

Children's physical skills are promoted through a wide range of toys and equipment such as small world activities, using scissors and weaving exercises. Outside, children have fun riding bikes, crawling through tunnels which promotes their large motor skills. However, because of the restrictions of the outside area, there are few opportunities for more physically able children to challenge their bodies.

Helping children make a positive contribution

The provision is good.

Children use a good range of resources that show positive images of diversity, including books, dolls and dressing up clothes. Many children who attend the nursery are from very diverse cultures and staff have acknowledged this by ensuring children see print in different languages plus staff learn some key words to make children feel at home. Cultural celebrations that link in with the children who attend are also acknowledged.

Staff and parents exchange written information daily about children's care which ensures their individual needs are respected. There is very good assistance for children who have special educational needs to support them in reaching their potential. Staff work closely with parents and others involved with the children's care to provide appropriate activities that consistently provide challenge for the children.

Children behave well, playing cooperatively together and sharing fairly and taking turns. They understand there are times when they should sit quietly, for example at story and meal times. Staff are good role models for the children who copy their example and are polite. They use positive ways to promote children's good behaviour and carefully explain things to the children so they understand what is expected of them and why. Children receive praise and thanks if they are kind to others. This helps them to understand when they have done well and encourages them to manage their own behaviour effectively.

The partnership with parents and carers is satisfactory. The children benefit because children have a named key person who monitors their educational progress. Staff display the curriculum, showing the Foundation Stage, on parents' notice board and staff share with parents brief details on their children's progress on daily information sheets. Children's next steps in their learning are noted on the children's files which are also available to parents.

Children's spiritual moral, social and cultural development is fostered.

Organisation

The organisation is good.

Staff are well qualified and are fully supported by management in their training needs. Staff have a thorough induction programme and are well deployed in their daily programme to support children's education and development. Most required documentation, including planning, which ensures the effective and smooth running of the nursery, is up to date and available to parents on request. Nursery staff consult with parents at every opportunity to ensure that the continuity of children's and babies' care flows effortlessly and efficiently.

The setting meets the needs of the range of the children for whom it provides.

The leadership and management are satisfactory. The funded children are supported in their learning by an experienced staff team who understand children's learning stages. The supervisor maintains a continuous evaluation of the nursery's strengths and weaknesses which she shares with her manager and staff. Staff plan well to a comprehensive programme of activities that promote children's achievement although some aspects relating to written evaluation's on children at times lacks detail. The staff team meet regularly to discuss planning and the effectiveness of teaching although management do not allocate sufficient time to appraise teaching methods.

Improvements since the last inspection

At the last inspection, the provider was asked to improve some aspects of recording such as fire drills and visitors attending the nursery as well as increase staff's awareness of recording allegations of abuse. Staff were also asked to provide more play materials that reflect disabilities. The provider has attended to all recommendations and now staff are vigilant about their methods of recording which affects children's safety and wellbeing. There is also a good selection of resources that reflect disability which helps children to be more aware of others who are not fully physically able.

Complaints since the last inspection

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.

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards. The complaint related to National Standard 1, suitability of staff. The provider immediately conducted their own internal investigation and

informed Ofsted. As a result, Ofsted made an unannounced visit and set two actions in relation to National Standards 13 and 14, Child Protection and Documentation. The provider completed a full report and satisfactorily met both actions.

The provider remains qualified for registration.

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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):

- review and update policies, including the policy on complaints and make them available for parents

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):

- review how staff evaluate the effectiveness of the planned activities in supporting children's learning
- develop the children's outside play area so that all areas of learning are promoted
- provide more opportunities for simple calculation, addition and subtraction in the programme for children's mathematical development

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