



Ackroyd Under 5s Community Group Nursery

Inspection report for early years provision

Unique Reference Number	974144
Inspection date	09 November 2006
Inspector	Christine Jacqueline Davies
Setting Address	Ackroyd Community Centre, Ackroyd Road, London, SE23 1DL
Telephone number	0208 291 4933
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Registered person	Ackroyd Children & Families
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 inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Ackroyd Under 5's Nursery was registered in 1980. The nursery is accommodated on the top floor of a community centre and has access to an outdoor play area. It is located in the Forest Hill area of the London Borough of Lewisham. The nursery works in conjunction with the Baby Unit which operates from separate premises in the same residential street. Both groups serve the local community. The nursery operates from 08:00 until 17:45 all year round and is registered for a maximum of 22 children aged two to five years. There are currently 30 children from two to five years on roll. Of these, 14 three and four year olds receive funding for nursery education. The nursery provides support for children who have special educational needs and those who speak English as an additional language.

A total of 15 staff work across the nursery and baby unit with a minimum of four staff working directly with the children in the nursery. The manager, team leader and ten of the staff hold

NVQ level 3 childcare qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from a clean environment and enjoy taking part in structured games such as 'Here we go round the mulberry bush' and music and movement. These games teach children the importance of looking after their bodies and helps to promote their good health. Sound hygiene routines ensure that children learn about hygiene practices such as washing their hands after using the toilet and playing outside. Procedures are in place to minimise cross infection. However some procedures do not entirely reduce the risk of spread of infection as staff do not consistently ensure that the bin containing soiled nappies is emptied regularly and is out of children's reach. Children's health and welfare is safeguarded, because staff have a sound knowledge of first aid procedures. Systems are in place for administering medication and the recording of accidents, however staff do not always ensure that parents consistently sign the medication book to acknowledge each entry.

Children are nourished and benefit from a healthy, balanced diet. They are encouraged to develop healthy eating habits and enjoy tasting a variety of snacks, which includes fruit and vegetables. Records are kept of children's dietary needs and any food allergies, which means that children's health and welfare are protected. Regular outdoor activities enable children to be active and take part in a range of physical activities that contribute to a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Systems are in place to ensure that children are cared for in a safe environment. Children benefit from secure premises and staff ensure that areas used by the children are checked for hazards on a daily basis. Fire evacuation procedures are in place and regular fire drills are practised with the children. This helps to promote the safety and well-being of children. Procedures for the safe arrival and departure of children are in place. Parents are responsible for recording the times and arrival of their children on the daily signing in sheet, however, the current system is not effectively implemented as staff do not always check if parents have signed their children in. This means that an accurate record of times and arrival is not in place and children may not always be accounted for quickly, in the event of an emergency.

Toys and equipment meet safety requirements and are carefully selected, to ensure they are suitable for children. Staff are mostly well deployed throughout the nursery, however on occasions risk assessments are not sufficiently rigorous to ensure that staff members are not left on their own with children. Staff are generally secure in their understanding of child protection, however current procedures have not been updated to ensure that they are in line with local Safeguarding Board procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children under three have access to a variety of resources and enjoy taking part in activities such as cooking, role play, construction and water play. Staff provide regular opportunities for children to participate in activities such as painting, collage and messy play, helping them to develop a sense of achievement and promote self-expression. Children enjoy outdoor activities throughout the day and enjoy negotiating space when riding bikes and practising new skills such as balancing, throwing, and climbing, which helps to promote their confidence and self-esteem. Staff have an awareness of Birth to three matters but are not currently using the framework in a structured way to inform their planning. This means that children's learning experiences may not always be met effectively. However children are confident within the setting and have built secure relationships with the staff.

Nursery Education

The quality of teaching and children's learning is inadequate. Staff are not always aware of how to extend children's learning or provide consistent opportunities for the older or more capable children to make good progress. This is because staff have an insecure knowledge of the Foundation Stage. Although staff plan activities in advance, the quality of planning is weak and does not demonstrate how activities are adapted to meet the individual learning needs of children and does not consistently demonstrate the learning intentions for all areas of learning. So as a result staff have a limited awareness of the outcomes for children. Each child has a profile of their development, however staff do not consistently use the stepping stones to clearly identify children's achievements and plan the next step in their learning. Poor record keeping means that staff are not able to consistently track children's progress or present a clear picture of children's progress over time.

Despite this children are sociable and have developed close relationships with staff and their peers. They are independent and are able to select resources with confidence. Children communicate with ease and enjoy singing and listening to stories. A range of mark-making equipment is available to children and they are able to see their own attempts at writing displayed in the graphics area which helps to promote their confidence and self esteem. However opportunities for writing for specific purposes in other areas of provision are limited. They are able to see numbers in their environment and partake in some maths activities which support their understanding of counting and simple problem solving, but staff do not consistently extend these activities to help children develop their understanding of other mathematical concepts such as height, capacity and weight.

Children develop sound physical skills when playing in the garden and are steadily developing their awareness of others and control of their bodies. Children enjoy music sessions and participate in a range of creative activities which help to develop their imagination. Children are developing their knowledge of their local environment. For example, a nature display table and visits to the local market, which helps to strengthen their knowledge and understanding of the world.

Helping children make a positive contribution

The provision is good.

Children benefit from consistent care, and are secure in their environment. Staff have developed a strong relationship with parents and communicate with them on a daily basis about the care of their child. This ensures that children settle well and that their individual needs are met. Children's spiritual, moral, social and cultural development is fostered. Staff set realistic boundaries which ensures that children behave well. Children's achievements are recognised because staff regularly reward them with praise. This helps to raise children's self esteem and confidence. Children benefit from a variety of resources and cultural celebrations such as Black History Month which help to strengthen their knowledge of other cultures and beliefs. Staff actively promote an inclusive environment and good support is available to those children who may be identified as having special educational needs.

Partnership with parents and carers is satisfactory. Parents are welcome in the nursery and have access to group policies and procedures. Written information about the Foundation Stage curriculum is available to parents and they are able to access their child's profile on request. However these profiles do not always accurately reflect their child's progress and development as they are not adequately maintained by staff. This means that parents are not always fully involved in their child's learning and progress.

Organisation

The organisation is satisfactory.

Strong recruitment procedures mean that all staff undergo rigorous checks to ensure that they are suitable to work with children. All staff have access to the group's policies and procedures. However, procedures are not always effectively monitored to ensure that all staff are secure in their understanding of risk assessments, hygiene procedures and child protection. The general organisation of activities and space for children is mostly effective, however on occasions, disorganised staff planning means that children's needs are not always met effectively.

Leadership and management of nursery education is inadequate. Current systems are not sufficiently rigorous to ensure that staff are given appropriate support and guidance when planning for the Foundation Stage. This means that areas of weakness are not addressed, particularly in the areas of planning and assessment. Systems for observing and evaluating the quality of teaching are inconsistent and are not implemented effectively. So as a result, staff are not always aware of how well they promote positive outcomes for children. This also results in inconsistencies in monitoring children's progress and the development of children's learning. The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last care inspection, the setting has made satisfactory improvements. A glass panel has been inserted in the door leading to the room where children have rest times. This enables staff to check sleeping children on a regular basis without disturbing them. A member of staff is also based in the room at all times. Parents are now responsible for ensuring that they record the arrival and departure times of their children on the daily signing in sheet. However staff

do not always check that parents have signed their children onto the premises. Since the last nursery education inspection, activities such as stories, structured games and rhymes enable children to have more opportunities to link the sounds of letters to their names and written symbols. Activities to support children's understanding of calculation and develop their use of mathematical ideas and solve problems are available but not all staff have an awareness of how to use these activities to develop this area 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.

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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):

- ensure that accident/medication books are consistently signed by parents and that soiled nappies are disposed of appropriately at all times
- ensure that staff are deployed effectively so that staff are not left alone with children and that arrival and departure times of children are recorded at all times
- ensure that the child protection policy is in line with local Safeguarding Board procedures

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure that an effective system is in place to monitor and evaluate nursery education
- develop assessment procedures which clearly show how children's individual progress is tracked
- develop staff's knowledge and understanding of the Foundation Stage to enable them to plan activities effectively

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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