

**Ackroyd Under 5s Community Group Nursery**  
Inspection report for early years provision

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<b>Unique Reference Number</b>	974144
<b>Inspection date</b>	19 June 2007
<b>Inspector</b>	Janet Sharon Williams
<b>Setting Address</b>	Ackroyd Community Centre, Ackroyd Road, London, SE23 1DL
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<b>Registered person</b>	Ackroyd Children & Families
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

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 31 children from two to five years on roll. Of these, 10 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 are cared for in an environment where they learn some good personal hygiene, such as hand washing after visiting the toilet and before and after lunch. However, they do not wash their hands before snack time. Staff also implement some good health and hygiene procedures when nappy changing. For example, they wear gloves and ensure the changing mat is sanitised with anti-bacterial spray after being used. However, children's blankets and bedding are not stored separately or frequently washed. This does not promote good hygiene or avoid cross infection.

Effective procedures are in place for administering medication, recording accidents and incidents that occur outside of nursery hours. For example, accidents records are clear, have been signed by staff and parents are asked to sign the details on collection of their child. However, medication administered have not all been countersigned by parents. Children are provided with healthy balanced diets at meal and snack times. Their dietary needs are known to staff and fully met, for example, alternatives are always available to accommodate non meat eaters. Details of children with food allergies are clearly displayed in group rooms and also in the kitchen. Meal times are a social occasion where children and staff sit together and teach the children good table manners. Drinks are readily available where children can confidently help themselves to their plastic water bottle set out on a tray at child-level.

Children enjoy regular exercise that contributes to their good health. Large play equipment in the outdoor area give children the opportunity to practise and develop physical skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Most routines promoting children's safety are established, such as fire drills are frequently practised, staff check toys and equipment to ensure that they are safe and in good condition and access to the provision is well monitored to provide security for the children. For example, all parents and visitors are only able to gain admission to the building by ringing the bell, which has an intercom system, visitors have to sign in and parents sign the children's attendance register to record the safe arrival and departure of their children. However, most sockets not in use are not covered and are accessible to the children.

The premises and resources are organised well to meet children's needs effectively with areas for rest, play and time outdoors. Children have room to move comfortably and are able to access toys and activities easily at their level. For example, a sand and water tray, paint easel, a laid out home corner area indoors and out with a range of dressing up clothes, trains and a farm set. Staff have created a stimulating, creative and supportive environment.

Children are kept safe and protected. Staff have a good understanding of possible signs and symptoms of abuse, enabling them to assess risk and protect children. All staff have recently completed an up to date Safeguarding Children's Awareness training course.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are well cared for. They are happy, content, relaxed and are actively encouraged and praised by staff. They have good relationships, are talkative with each other, and staff interact with the children and demonstrate a very good understanding of each child's needs. They also show the children affection with cuddles and reassurance. As a result children display good social skills and relate well. Children participate in a wide range of stimulating and fun activities indoors and out. For example, they enjoy free painting at the paint easel, are able to create their own art work cutting and sticking with various materials, such as pictures from magazines and use their imagination in the home corner playing and acting out various roles. Children benefit from a specialist visitor who is booked to attend the nursery, for example a music teacher who teaches the children songs and they move to the rhythm of the music. This expands children's knowledge and enjoyment of the activity. Children also have the opportunity to take part in additional extensive choice through visits to a museum, various parks and the theatre.

Children are supported in their play through staff planning, using the Birth to three matters and keeping good written progress reports on all children, as a result some of their learning opportunities are extended well.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children make some progress towards the early learning goals with the support of the staff who have an understanding of the Foundation stage. Staff record observations to plan subsequent steps in children's play opportunities. They prepare and provide a good range of resources so they can support, plan and provide activities effectively that link to the six areas of learning. Although activities do not always provide sufficient challenge to extend children's learning. For example, using numbers and counting in every day situations when playing indoors or out. Few children are able to identify and know numbers that are important to them, such as their age and to count up to ten and above. However, children enjoy a broad range of practical activities and use play to promote and understand the sorting of shapes, such as playing with puzzles and build with large construction bricks.

Children relate very well to staff and each other, they confidently approach staff for support indicating good trusting relationships. Children concentrate well at self-chosen activities. Some of their spoken language is developing well. Children talk openly during circle time about themselves. They know how to negotiate well and to express their imagined experiences during a range of role play situations, for instance, being a florist and mum. However, older children and able children do not have the opportunity to develop their self help skills by serving their own meals and drinks. Children enjoy story time and can relate to well known stories by looking at pictures. Although staff ask the children some challenging open ended questions to make them think or link sounds and letters to simple words. This is inconsistent to develop children's communication, language and literacy. However, some children when playing alone in small groups and using resources with letters, they are able to recognise letters that are in their names. Children are confident in using information and communication technology. They demonstrate good mouse control when playing and using the computer. Children's understanding of the world is good, they learn about different cultures and beliefs through well planned topic work such as summer, religious festivals and using resources which encourages them to explore, such as playing with garden soil with farm small animals.

Children's physical skills are developing well. They are able to use a range of small tools when playing with play dough, such as pastry cutters and knives. Children use pens and pencils effectively and hold them correctly to help develop their mark making skills. Children are able to express themselves through painting and drawing using a selection of coloured paint, for example, print coloured faces of how they are feeling, such as happy, sad or scared. Children move confidently and in a variety of ways, such as pushing prams, riding and manoeuvring sit and ride toys and rolling large car tyres.

### **Helping children make a positive contribution**

The provision is good.

Children and staff are from a diverse group. Children experience a wide selection of activities and are able to access resources reflecting and promoting anti-discriminatory practise and equality of opportunities. For example, books, dolls, dressing up clothes, small world people and they also acknowledge festivity events, such as Diwali, Chinese New Year and Black History month.

Children are well behaved through being fully occupied and stimulated. Staff re-enforce good behaviour through issuing children with stickers of their favourite characters. This makes children feel good about themselves and grow in confidence. The positive approach fosters children's social, moral, spiritual and cultural development.

Children with learning disabilities are welcomed into the nursery. The nursery staff have a positive attitude towards caring for children with learning disabilities, work in partnership with parents and have established a strong working relationship with outside agencies, enabling children's individual needs to be met.

Partnership with parents is good. Children benefit from the positive partnerships the nursery has established with parents. Staff are available mornings and evenings for parents to discuss the needs of their children. Registration details request important information about culture, religion, ethnicity and permission has been obtained for outings and emergency medical treatment. Staff regularly share information with parents to ensure children's individual needs are met.

### **Organisation**

The organisation is satisfactory.

Children benefit from qualified and experienced staff who are caring. The staff are committed to attending further childcare training and development courses. This helps them to reflect, monitor and improve the quality of care and education they offer to all children. Staff work well as a team to ensure that children receive good care. The premises, resources, most daily routines and safety procedures provide a supportive and stimulating environment. All the mandatory policies and procedures are in place and most of the recommended documentations.

Leadership and management is satisfactory. The manager and staff work together closely and clear communication allows them to provide a well balanced programme for most children to learn according to their age and stage of development. Staff are fully included in meetings, planning activities and the day to day running of the nursery. This helps them to feel valued. Staff also make use of routines, and most activities to promote children's development and learning in the six areas of learning. There is a commitment to develop and improve the provision and good use is made from outside support such as regular liaison with Lewisham Early Years

Intervention Team. There is also strong emphasis on training and development in the Foundation Stage of learning which makes sure that children benefit from practitioners.

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 nursery was asked to ensure that; accident and medication books are consistently signed by parents; that soiled nappies are disposed appropriately; staff are deployed effectively so that staff are not left alone with children; arrival and departure times of children are recorded at all times and that the child protection policy is in line with local Safeguarding board procedures. Most of the recommendations have been satisfactorily addressed to promote the well being and safety of the children.

The last Nursery Education inspection recommend; that effective system is in place to monitor and evaluate nursery education; assessment procedures which clearly show how children's individual progress is tracked and develop staff's knowledge understanding of the Foundation Stage to enable them to plan activities. The nursery has put into practice effective procedures to promote children's development and 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**

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The quality and standards of the nursery education are satisfactory.

### **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):

- improve hygiene standards by ensuring children wash their hands before snack time and the storage and cleanliness of children's blankets and sheets to reduce the risk of cross contamination
- ensure sockets not in use are covered or made inaccessible to the 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):

- ensure children's mathematical development is sufficiently challenged in their play and daily routine
- provide more opportunities to develop children's communication, language and literacy skills
- provide opportunities for more able or older children to develop their self help skills by serving their own meals and drinks

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