

Crofton Day Nursery

Inspection report for early years provision

Unique Reference Number	EY267210
Inspection date	19 September 2007
Inspector	Rebecca Hurst
Setting Address	Asquith Nursery, Rear Of, 86 Crofton Lane, Orpington, Kent, BR5 1HD
Telephone number	01689 873 311
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Registered person	Asquith Court Nurseries Limited
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 good.

WHAT SORT OF SETTING IS IT?

Crofton Day Nursery has been registered under the ownership of Asquith Nurseries Group since 2003. The nursery is located above a parade of shops situated on the Petts Wood/Orpington borders and serves families from the local community.

The nursery comprises of four base rooms and children are grouped by age. The baby room has an integral milk kitchen and an adjoining sleep room. There is a fully enclosed roof garden, an office, a kitchen and laundry facilities. The nursery is open Monday to Friday from 07:45 until 18:00 for 51 weeks of the year and may care for up to 68 children, of these, not more than 24 may be under two years at any one time. Children attend on a full time and part time basis and there are currently 120 children on roll. This includes 35 children age three and four years in receipt of nursery education funding. The nursery supports children with learning difficulties and/or disabilities and who speak English as an additional language.

There are 28 staff employed and 17 have a recognised childcare qualification. The nursery also employs a cook. Eight staff have a first aid qualification. The nursery receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive and are well nourished as they are provided with food that is adequate for their needs. Food complies with the children's dietary and religious requirements. Children with allergies are further protected as the staff follow concise policies and procedures when serving food. The cook ensures food is served on red plates which alerts staff to food that is being served to children with allergies. Staff ensure all necessary paperwork is filled out, so the cook is aware of what children are in and what food she is to serve them. Children are able to gain independence through serving themselves second helpings of their main meal. However, older children struggle to use eating utensils appropriately, which hinders their developing independence skills.

Children are protected from cross infection as staff ensure all tables are cleaned before meals or snacks are served. Children are further protected as staff ensure they wash their hands and wear aprons and gloves. All children wash their hands before they eat any food which ensures they learn about personal hygiene at a young age. Children have access to a range of physical activities that are planned by knowledgeable staff, for the needs of the children. All children have access to the roof garden that is set out with a range of equipment, which encourages large muscle movement and balancing. Younger children have access to physical activities such as ball pools and small climbing apparatus in their base rooms. This promotes their development in fine and large muscle movements as well as their balance.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment where they feel a sense of belonging and have access to range of activities which promote their development. Resources are attractively arranged, as staff use the available space well. The premises are safe and secure as detailed risk assessments take place on a regular basis and are recorded clearly. Any items highlighted are acted upon to ensure children are kept safe from harm. Children are further protected from harm as parents and visitors have to be identified by a security camera before they are allowed entry.

Children's welfare is effectively protected because most staff clearly understand the procedures for safeguarding children. Staff have attended recent training and changes in legislation and procedures are cascaded to staff and incorporated in the settings child protection policy. Children learn how to keep themselves safe as they practice emergency evacuation procedures on a regular basis. As soon as the alarm sounds the children are aware of what they are to do, they also tell new staff the procedures to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled because they are looked after in a welcoming environment. Children are given a range of heuristic materials that stimulate their development and encourages their exploration. Staff plan a range of stimulating activities that aids the children and babies development. This is because staff are skilled and receive extended training from both Bromley Early Years and Asquiths own training team. Staff write detailed observations on all of the

children in the setting, which allows them to progress them onto the next stage of their development.

Children play well together and share toys because staff are good role models to the children and explain to them why they should share toys. Children's welfare is promoted as all staff are able to formally plan a stimulating range of activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities. All staff are skilled at asking the children questions to aid their thinking and learning. Children are able to explore different types of media, such as painting, staff add items into paint such as sand to further their experiences of exploration.

Nursery Education

The quality of teaching and learning is good.

The children have daily opportunities to count and mark make. Staff use mathematical language throughout the day to extend the knowledge of the children. Children link counting with every day situations, such as how many children around a table and how much to charge for a car wash; this is because the staff are knowledgeable on how to extend their understanding. Children are happy and settled. Children's self esteem is built as their work is displayed around the setting. Children have good opportunities to explore creative media as the staff ensure all areas are attractively set out. Children are able to explore sand and water areas with different pouring and filling utensils. All areas of the room are set out so the children are aware of what is happening. The staff ensure labels are at the correct height for the children to see, they also have pictures. This further enhances the children's word recognition.

Children are aware of the daily routine as the staff keep the children informed throughout the day of what is happening. For example, at tidy up time the staff give the children a five minute warning that they will be tidying away. When it is time to tidy away the staff play music which alerts the children. All resources are stored at a safe low level that makes them easy to access, this aids the children's choice and their independence.

Helping children make a positive contribution

The provision is good.

Children with learning difficulties and/or disabilities are supported whilst they attend the setting. Staff are aware of the needs of the children through detailed Individual Education Plan's (IEP's). Staff work with parents and outside agencies to write the IEP's to enhance the development of the children. Staff have made a visual time table for children who have English as an additional language and those who have a speech delay. This allows the staff to communicate with the children, and are able to join in with the daily routine as they are aware of what is happening next. Generally staff are good role models for behaviour management, however, staff do not use positive language, such as please and thank you. This does not reinforce positive language with the children. Children play well together and they demonstrate a sense of belonging in the group. Children are given opportunities to play in group activities, such as in the home and role play areas, which allows them to socialise and learn how to share.

Spiritual, moral, social and cultural development is fostered. All children are welcomed warmly into the setting. Children receive good care as the staff are experienced in identifying and meeting the children's individual needs. Children are encouraged to learn about the wider world in which they live and diversity as they celebrate various festivals throughout the year. For

example, Christmas, Diwali and Chinese new year. Children have access to a range of books that are written in various languages as well as in English. In partnership with parents and carers children's individual and cultural requirements are identified. Consequently, they develop a sense of security and good self esteem. However, the setting has limited resources that reflect disabilities and as a result children are not developing an awareness of human difference.

Partnership with parents and carers is good. Parents receive information about the setting when they start at the nursery. Staff ensure parents are kept informed regarding the Foundation Stage through informative displays. Staff show the parents how each aspect is related to learning, through pictures of the children participating in various activities. These are displayed next to descriptions detailing the information. Parents are invited to developmental evenings to discuss their children's progress. Staff keep detailed records on each of the children to aid feedback to their parents. Children are asked to bring items in from home that relates to the current topic they are learning about, therefore, parents are aware of current themes and ways to help their children at home. Consequently, this communication effectively contributes to the children's well being as individual needs are identified and met.

Organisation

The organisation is good.

The setting makes good use of the available space resulting in the children being able to move around freely and safely. Children's varying needs are consistently met and they are offered a broad, planned range of activities and opportunities. Children's welfare and safety is promoted through the settings up to date policies and procedures and their risk assessments which are reviewed on a regular basis. All staff receive a full induction on commencement of employment, which provides staff with information and support. Children are further protected from harm as the setting ensures they have a robust system in place for the recruitment and vetting of staff.

Staff meet regularly as a team and share knowledge and discuss training and any changes to current legislation, for example, the recent change to safeguarding children. All staff have access to relevant training either by Bromley Early Years or in house training.

The leadership and management are good. The manager and the deputy are greatly experienced and they are aware of their roles and responsibilities. They are good role models and staff demonstrate they are supported and motivated by them. All staff are regularly assessed under a system called ECERS-R which is carried out by staff from Asquith. They give the staff constructive comments where they can improve on the care and development of the children.

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

Improvements since the last inspection

At the last inspection the provider was asked to obtain written permission from parents for seeking emergency medical advice or treatment for all children. The provider has included a permission form in the children's induction information to obtain this information. The provider was also asked to review the risk assessment on the premises identifying action(s) to be taken to minimize identified risks especially in the activity room. The provider has ensured the setting has generic risk assessments, as well as localised risk assessments which includes all of the rooms used for looking after children.

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):

- improve resources for equal opportunities (also applies to nursery education)

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 children's self help skills during meal times

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