

# Devonshire Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY100091
<b>Inspection date</b>	18 March 2008
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<b>Registered person</b>	Child Base Limited
<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 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?

Devonshire Day Nursery opened in 2001 and is part of the nursery chain Child Base Limited. It operates from a converted, detached building situated in Chiswick in the London Borough of Hounslow.

A maximum of 88 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:30. All children share access to a secure enclosed outdoor play area. There are currently 96 children aged from zero to under eight years on roll. Of these, 19 children receive funding for nursery education. Children come from the local area. The nursery is able to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery employs 21 staff including the cook. Of these, 14 staff including the manager, hold appropriate early years qualifications and six staff are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children thrive in the nursery because the staff follow highly effective and robust hygiene procedures and practices. These meet the children's physical, nutritional and health needs. The area used by the youngest children is kept particularly clean to enable them to crawl and play on the floor with no risk to their health. Children are consistently protected from cross-infection as they have paper towels to dry their hands. They relate with confidence that germs make you ill or might give you a virus. Children independently wash their hands at appropriate times with adult support and guidance, such as after messy play, helping children to become independent in their personal care. However, on occasion children do not wash their hands before snack, which does not promote effective hygiene standards when children are using their fingers to eat. Children receive appropriate treatment if they have an accident as the staff have first aid training and the first aid box is well stocked and easily accessible. Staff accurately record accidents and incidents and ensure parents sign these, promoting children's welfare. However, the parental consent form to administer medicine is ambiguous as parents sign the consent where they should sign to acknowledge medicine administered. This is not an accurate record of whether parents acknowledge medication administered on the premises to safeguard children.

Children have a positive attitude to physical exercise as part of their daily routine. They have lots of opportunities to benefit from energetic, physical exercise in the fresh air, playing in the garden area. Once a week instructors from Active Kids enable children to develop and improve specific skills, such as, balancing. Children under two experience outdoor play; sitting on safety mats with ample resources to maintain their interest. The baby room has adult size furniture to aid children's progress, pulling themselves to standing. Staff are able to sit in comfort to cuddle or feed a young child. There are suitable sleeping arrangements throughout the nursery so children can rest according to their individual needs in comfort and safety. Children are confident to come to the familiar adults for attention and support, this promotes their emotional well-being.

Children enjoy a nutritious, freshly cooked meal that takes account of their individual dietary needs. The food is available in ample quantities, and children can help themselves to drinking water throughout the day. Healthy eating is promoted as the nursery offers the five recommended portions of fresh fruit or vegetables each day. Older children are beginning to be independent, pouring their own drinks and attempting to serve themselves food at lunch time; staff hand out the snack with little opportunity for children to prepare this themselves. However, this independence is not fully supported by staff as they do not sit with children to eat their meal and provide a role model for good eating habits.

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

The provision is satisfactory.

Children are cared for in a very welcoming, secure and safe, indoor and outdoor environment. The reception area is organised to enable parents' access to relevant information. The premises present a very appealing atmosphere for the children. Children have space to move freely and great emphasis is given to making sure the environment is organised to aid children's development. The rooms are skilfully set out into defined spaces, such as reading, creative and role-play areas. Children's art work and creativity is valued by staff and this raises children's self-esteem. The children have space to play and can easily access the variety of interesting

resources that are in good condition. There is ample child-size furniture and children enjoy sitting in the comfortable areas on rugs and cushions; they can even enter the 'snuggle-shed' when they are outside. The children move from one area to another, choosing equipment and activities independently. The staff ensure children can easily reach necessary items, such as, aprons and drinks. This significantly enhances the children's independence and development. The outside area is attractive to the children, although offering limited space children can use it on a daily basis to boost their learning with a variety of stimulating activities. However, the combination of a large group of older children, using tricycles in the limited space does not promote the safety or concentration of children participating in quieter activities.

Staff use risk assessments to reduce potential hazards and carefully check the setting on a daily basis. Children are beginning to learn how to keep themselves safe by taking turns on equipment, simple rules such as, walking in the setting by following the 'walking footprints' and practising the fire drill with staff to ensure they leave the premises quickly in an emergency. Children are safe in the nursery as there are effective security systems for entry into the building, and both the arrival and collection of the children is monitored; visitors sign-in and show identification to safeguard children. However, the system to record the presence of temporary staff working in the nursery does not effectively demonstrate which rooms they work in or if appropriate staff:child ratios are maintained at all times. There is no clear method to record visiting children on a room register and in some cases children's surnames are omitted from the register. These omissions do not thoroughly safeguard children's welfare.

Staff are aware of their role in protecting children and keeping them from harm. The permanent staff have a sound knowledge of child protection matters and are aware of the signs a child may exhibit that indicate they were being harmed. The nursery management provides regular refresher training to inform staff and a clear procedure to follow to report concerns should they arise to keep children safe.

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

The provision is good.

Children enter the nursery enthusiastically and are eager to participate in the variety of activities. They, and their parents or carers, are greeted warmly on arrival by staff who are pleased to see them. The children settle down quickly and contentedly at an activity of their choice. The range of activities provided is imaginative and interesting for them to explore. Planning for play incorporates the Birth to three matters framework to support children's learning in their earliest years.

The space in the garden area is attractively presented and in use daily. Children benefit from the opportunity to climb, balance and run around in the open air.

Children under two years of age receive warm, nurturing care within their area of the nursery. Staff work closely with parents to ensure they are fully aware of the individual needs of each child, and that the child is well settled and happy. Children receive lots of attention from their key worker, including good eye-contact to enable them to develop a sense of belonging and trust.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage and provide a wide range of stimulating activities. Planning, devised by the nursery chain,

is effective and gives high regard to all the early learning goals. There is a very good range of topics and themes; plans and photographs show that children cover a wide range of subjects. The latest topic is of Traditional Tales, this week, Little Red Riding Hood. However, the story was not told to the children on the first morning and preparation for the topic does not reflect in the environment to provide challenge and interest for the children, such as, information on wolves, woodland or red cloaks to dress in, that will encourage children's imagination. Staff use observations to highlight progress and the next stage of children's learning. However, differentiation for less or more able children is not significant to ensure children are challenged, for example, using pre-cut templates for an Easter egg shape does not enable children to practise their scissor skill or devise their own interpretation of an egg. Staff monitor the children's progress through the stepping-stones to the early learning goals and feel that they know the children well. Child profile forms are completed and are available to parents.

The play area is organised to encompass all areas of learning. For example, children use the comfortable 'library' to look at books and listen to stories and the role-play and messy-play area for imaginative play. Children benefit greatly when enough staff are present to extend learning in each of the different areas. For example, children in the home corner using play food were encouraged by staff to talk about and 'prepare' different meals, and a positive learning experience then evolved as a game developed with conversation about different foods and children's likes and dislikes. Access to very good resources and interaction from the adults sustains children's interest and successfully enables them to develop their play. When staff do sit alongside children to ask questions and extend their learning, it results in children being focused and able to learn, such as, at the mathematics table and computer. However, there are often big groups at one activity and this does not allow the opportunity for more individual learning.

Children concentrate on the mathematical Compare Bears activity, encouraged by staff questioning to recognise and sort bigger and smaller bears. Children are beginning to use mathematical language. They complete puzzles well and are able to recognise colours and shapes using the counters in the water tray. Children are competent at counting but do not have opportunity to practise this skill, or do simple sums and calculations, during daily routines, such as mealtimes. Visual displays of written numerals and alphabet support children in the recognition of numbers and letters.

Children enjoy story time, listen well and take an active part, prompted by staff questioning to make children think and predict what might happen next in the story. There are opportunities for mark making using a complete range of writing materials. Some children aged four can write their own name and others practise forming letters and linking sounds and letters using the Jolly Phonics reading scheme.

Children enjoy taking part in the planned themes, and have recently studied aspects relating to the topics of 'People who help us'. These themes enable children to learn more about the wider society and local community, as they have outside agencies such as fire fighters, come into the setting. Children use the computer intermittently throughout the week and are beginning to learn how to control the mouse to click and make decisions in the games. The computer is also used to view children's programmes during quiet time. The tape players available do not have any batteries and therefore cannot be used. This does not effectively encourage children's understanding of technology in everyday use.

Children demonstrate control of their body and developing physical skills. They negotiate the stairs and space well. Children also benefit from the weekly Active Kids sessions, enjoying the

exercise. Children use a range of small equipment with increasing dexterity and for the correct purpose, such as, pencils and construction blocks, encouraging their fine motor skills. The garden area is used to its full potential to enable children to use larger pieces of equipment, although sometimes hindered by the number of children outside at any one time. The garden is undergoing further improvement to provide bird tables and binoculars for children to view the wild life.

Children are friendly, helpful and cooperative. They tidy away when asked and are just beginning to help put out the cups at snack time. Most children are developing useful social skills, which could be further enhanced by staff sitting at the meal table to act as good role models for the children. Children are given appropriate praise from staff for their achievements, which help develop their self-esteem and confidence.

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

The provision is good.

Children are treated as individuals and have their particular needs respected and met appropriately by staff. This helps children to grow in confidence and develop good self-esteem. Children learn about the world they live in through access to resources that promote positive images of diversity. Festivals and traditions celebrated in the local and wider community are also acknowledged, these include Diwali, Chinese New Year, Christmas and Easter. Children's individual needs are met, adhering to parents wishes on routine for food and rest. Children are able to make decisions about their play and choose from a selection of age appropriate, easily reached resources.

There are good quality procedures in place to enable the staff to support children with learning difficulties and disabilities. Staff continue to access training in this area and maintain close links with other supporting professionals.

Children behave well. They are beginning to learn what is right and wrong, take turns and cooperate. Children enjoy each other's company and play together closely, developing relationships. However, children's behaviour in the pre-school room will benefit from appropriate levels of staff attention in smaller groups. The staff provide good role models by being kind and friendly and children respond well to them. Children's spiritual, moral, social and cultural development is fostered.

Staff actively seek parents' views about their children's needs and interests before they start and on a regular basis throughout their time in the nursery. For example, through the completion of entry records. Parental involvement in the nursery is actively encouraged and their feedback valued. Day sheets, verbal feedback, information contained within children's individual files, progress reports and parents' evenings keeps them well informed of the progress their child is making. Parents receive detailed information about the setting through, for example, a welcome pack and an inviting and informative entrance area with information displayed about the staff and the provision itself. Previous inspection reports are accessible for parents and the complaints procedure is clearly displayed. However, the complaints record log contains insufficient information on the resolution of any complaints since the last inspection and is not easily accessible to parents.

The partnership with parents and carers of children who receive nursery education is good. Children are settled and comfortable in the nursery as staff recognise the positive impact upon the children of working in partnership with parents. Parents are informed about the Foundation

Stage curriculum. Planning is displayed within the room and parents are encouraged to be involved in their child's learning. Information is available each week on the topics to encourage parents to continue with children's learning at home, for example, reinforcing the letter of the week. Parents can see their profile record book on request. All parents receive verbal feedback about how their child has spent their day. This ensures children experience consistent care, which meets their needs.

## **Organisation**

The organisation is satisfactory.

Children's care and enjoyment is greatly enhanced as the premises are well organised and space is laid out to maximise play opportunities. The rooms are bright and appealing to the children. The activities and equipment are presented in clearly defined areas and at a level from which children can freely and safely select. The core staff have been consistent for a number of years and many staff and parents are very pleased with the changes for improvement made by the manager. However, the method of recording staff attendance and how staff are deployed within the nursery does not reflect who is working in the nursery and how staff:child ratios are maintained at all times to thoroughly safeguard children's well-being.

Appropriate recruitment procedures are in place to ensure all staff are suitable to work with children. A record of the criminal record bureau's disclosure is kept of agency staff coming into the nursery to ensure they are checked. The written policies and procedures provide a sound basis for staff to enable children's wellbeing and protection overall. Induction procedures are thorough and ensure that staff have a good awareness of the company policies and procedures. Continuous professional development meetings are undertaken with staff to identify training needs; the nursery chain in-house training is organised on a regular basis to update staff knowledge and skills, which in turn benefits the children and the provision. The nursery chain also has area and regional managers and consultative teams who provide ongoing support and guidance to maintain standards. In addition, all required documentation is maintained; although the medication consent, complaints record and registers require review. Children's attendance is accurately noted in the room register; with the exception of children who are visiting the nursery and it is unclear on the register which staff are actually working with the children in the rooms.

The leadership and management of nursery education are good. Staff demonstrate a sound knowledge of the Foundation Stage and are involved in planning the curriculum to help children develop. Staff meet regularly to discuss children's progress. The staff understand their roles and responsibilities and the key worker system ensures children's developmental records are maintained accurately to record children's ability and achievement. However, the planned activities do not offer children the opportunity to be challenged and there is little differentiation for older and younger children to help them make progress at their own pace. The organisation and planning in the pre-school room enables children to learn and develop while having fun, for example, in a large group messy, painting activity. The manager maintains an overview of the work of her staff and leads by example as she also works directly with the children when needed. The manager demonstrates an understanding of the strengths of the provision and cites the consistent core, staff team and the provision of good quality activities to encourage children's development in all areas. She is aware of the need for continual improvement, which includes new resources for outdoor play and learning. The provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last Care inspection the nursery was asked to ensure the staff adhere to the provision's no smoking policy.

The nursery is a no smoking environment. There are signs displayed stating this. These measures protect children's health.

### **Complaints since the last inspection**

Since the last inspection Ofsted received two complaints relating to National Standard 1 Suitable Person; National Standard 2 Organisation; National Standard 3 Care, Learning & Play ; National Standard 6 Safety; National Standard 14 Documentation. Concerns were raised regarding management; staffing ratios; interaction between staff and children; supervision and risk assessment; the daily record of children's attendance and failure to notify Ofsted of significant events. Ofsted conducted unannounced visits to investigate both complaints. As a result of these visits Ofsted required the registered person to take action under National Standard 2, National Standard 3, National Standard 6 and National Standard 14. The provider responded to Ofsted to confirm that suitable measures had been taken to meet the actions set. No further action was taken and the provider continues to be registered.

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 parental consent for administering medication and their acknowledgement of the dose given is clearly recorded
- maintain a record of all complaints that includes a written record of the outcome signed by parents and is accessible and available to parents and Ofsted for inspection
- maintain registers for each room indicating the staff working with the children; ensure the full name of the child is on the register and record the attendance of children visiting the nursery.

#### **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 activities and group size provide the structure to encourage less and more able children to make progress at their individual pace and to freely express their own ideas and representations
- develop the provision of information and communication technology and programmable toys to support children's learning and ensure they find out about and show an interest in technology in everyday use

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](http://www.ofsted.gov.uk)