

Brocklebank Early Years Centre

Inspection report for early years provision

Unique Reference Number	EY286771
Inspection date	04 March 2008
Inspector	Susan Mann / Heidi Wilton
Setting Address	Brocklebank Early Years Centre, 76 Swaffield Road, London, SW18 3TJ
Telephone number	0208 877 3875
E-mail	Brocklebank.cc@btconnect.com
Registered person	Brocklebank Early Years Centre
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Brocklebank Early Years Centre opened in 1991 and was previously known as Brocklebank Nursery. It is managed by the Brocklebank Early Years Centre Management Committee. The nursery is located in purpose built, ground floor premises in Wandsworth. It consists of a baby room, a large playroom, a kitchen, an office, storage, staff and toilet facilities. There is a secure, enclosed outdoor play area. A maximum of 30 children may attend at any one time.

There are currently 20 children aged from six months to under five years on roll. This includes five children in receipt of nursery education funding. Children attend a variety of sessions. The setting is able to support children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery is open five days a week, 51 weeks a year. Sessions are from 08.00 to 17.45. It serves the local community and children attending mainly live in the surrounding area.

There are fifteen members of staff in total. Of these, twelve work directly with the children. Of these, nine members of staff hold an appropriate early years qualification including the

centre manager. Another member of staff is currently working towards a recognised early years qualification.

The setting receives support from the Wandsworth Primary Play Association and the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The nursery has sound procedures to ensure children are protected from cross contamination. The cook checks fridge temperatures daily and stores all foods appropriately. She has a food and hygiene certificate in place and has recently attended updated training to refresh her knowledge. Younger children have a snack of fruit and rice cakes and older children have a snack of a biscuit. Their independence is limited at this time as they do not sit at the table and are unable to select the foods they would like and pour their own drinks. Children engage with physical activity as they move around on tricycles and toy cars and climb the bars of the climbing frame. They dance and move their bodies to familiar rhymes and action songs. Children go on walks to the local park and to the local library.

The nursery has a sickness policy in place which is shared with parents and a poster detailing infectious illnesses is displayed in the main foyer area. This ensures parents are informed of incubation periods should their child contract a communicable illness. The nursery have accident, incident and medication records and staff record required information ensuring parents sign to acknowledge entries at the end of the day. Parents have given written parental permission for the nursery to seek or gain emergency medical treatment or advice. This ensures children are treated without delay in an emergency.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe and secure within the setting. Doors are kept secured when not in use and sound procedures ensure children are collected by their designated person, such as gaining passwords and identification. The nursery has obtained written parental permissions from parents, which ensures children are safe and parents are informed. Children's needs are met as age and stage equipment is in place such as potties, stair gates and low level tables and chairs. Sleeping children are kept safe as staff complete sleeping checklists and visually check children.

The nursery conduct risk assessment checklists each day of both the inside and outside environments to ensure any hazards are identified. The nursery has lost and uncollected child policies in place which ensures sound procedures are followed should such an event occur. The manager is the child protection coordinator and has a sound understanding of her job role. She knows where to make referrals and how to record existing injuries, signs and symptoms. The staff team all know what to do should they have any concerns about the welfare of any of the children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children and their parents are offered settling in visits when they first start. The nursery works with parents and parents can accompany their children for as many sessions as they wish. The staff team obtain some information from parents about their child's starting points to ensure they have some knowledge to create a happy transition period from the parent to the setting. The staff team plan age and stage related activities for the children and they observe the children's development.

Young toddlers crawl across soft blankets and feel different textures with their hands. They shake bells which are attached to the soft play equipment and look at books from the low level shelving. Babies bang blocks together with their hands and all children make marks with the coloured chinks. Young toddlers are laid on their fronts to give them opportunities to explore resources within their reach. Babies and toddlers have opportunities to sleep in cots or on sleep mats and they can rest on the soft cushions. Children move their hands in corn flour and water and make marks with their fingers. They play with the toy food and makes meals for each other. Some children become distracted, running around the room and some of the staff team do not focus children into different and exciting activities.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals. They enjoy opportunities to develop in all areas of learning through the play based curriculum. They enjoy a suitable range of child initiated and planned activities. Staff demonstrate a reasonable knowledge of the foundation stage to provide suitable support. They use an effective system of observation and assessment to measure children's progress and plan their next steps of learning. Observations are made regularly and these are recorded and evaluated to ensure that children learn at their own pace. This information is then used to help plan the curriculum so that children enjoy learning opportunities that are relevant to their own needs and interests.

In general, these assessments allow staff to gain a clear understanding of how to support children in their learning. Some keyworkers demonstrate an appropriate knowledge of children's individual preferences. Most children are busy doing a range of appropriate activities. For example, some play happily with the toys and enjoy drawing and colouring pictures. However, a few children are not sufficiently occupied or interested in the opportunities presented. This means that they can become bored or disinterested and, therefore, do not participate in learning opportunities.

Children play outdoors on a regular basis. They enjoy developing a range of their skills through running around in the fresh air in planned play times. They play on equipment that helps develop their level of coordination. For example, a child climbs up the ladder to the top of the climbing frame and then slides down the other side. He is confident in his ability and smiles broadly as he comes down the slide. At other times, children play with a suitable range of resources in the outdoors that are selected to provide variety. However, children do not have the opportunity to free flow between the indoors and outdoors each session. This means they cannot choose to play outdoors to run around or to enjoy the fresh air throughout the day.

Children enjoy developing their creativity in a number of ways. They pretend to cook in the role play area, and enjoy singing and dancing together. Children enjoy messy play. For example,

children enjoy mixing different paints together with their hands and fingers. They talk about the different colours they are creating, and explore the texture with their hands. Some children enjoy tracing their fingers through the paint to make marks and attempt to draw shapes. Children enjoy drawing pictures, but they are not encouraged to attempt to write their name on their completed art work. Similarly, they are not given opportunities to make marks in areas of the nursery, such as making lists in the role play area. This limits children's opportunities to practise their mark making and also to ascribe meaning to marks.

The majority of children enjoy story time. For example, they sit and listen to the story of 'The Very Hungry Caterpillar'. Some children enthusiastically count the number of oranges in the story and demonstrate sound counting skills. Children develop their mathematical understanding further through matching colours as they put small vehicles into dishes. They match the colours with the dishes, and count how many are there. Children may use the nursery computer which is readily available for them should they wish.

Helping children make a positive contribution

The provision is satisfactory.

The nursery has a behavioural policy in place which is shared with both parents and staff to ensure they are informed. They have a set of behavioural rules in place throughout the setting and some staff members encourage children to keep to these rules. However, not all children are reminded of the rules and some children become distracted, running around the environment and are not engaged with any activities. The staff team do not consistently use the same methods and there is a lack of praise and encouragement given to the children throughout the session.

The nursery has an equal opportunities policy which is shared at the outset with both staff and parents to ensure they are informed. Posters and pictures of families and children are displayed at child height which fosters an awareness of other cultures amongst the children. Children participate with activities related to festivals where they taste multi-cultural foods and dress up in outfits. The deputy and a staff member have joint responsibility for the role of learning difficulties and/or disabilities co-ordinator. The staff member is newly appointed to the role and is supported by both the deputy and the manager. The deputy has attended relevant training and demonstrates a sound knowledge of her job role. The nursery currently has no children with identified additional needs or English as an additional language attending the setting. However, the deputy has all required forms in place and through discussion states how the nursery works closely with parents and outside agencies. Children's spiritual, moral, social and cultural development is fostered.

The staff team give verbal feedback to parents at the beginning and end of each day and in addition, they provide parents with some written feedback to support the verbal communications. The nursery has displayed photographs of the staff team which ensures parents are aware of who is caring for their children. The manager and deputy complete an induction period with parents, showing them the policies and procedures and inform them about the provision. Parents can access the policies and procedures at anytime as these are displayed in the foyer area. Parents are all happy with the provision and state the staff team are all friendly. They are kept informed about information through newsletters and the nursery display the weekly menu to ensure parents are aware of what foods are being provided. The nursery has a complaints log in place and display the complaints procedure to ensure parents are informed of what to do should they have a concern.

Partnership with parents with regard to the provision of nursery education is satisfactory. Parents are given suitable information about what their child learns when at the nursery and how they are progressing. There are colourful displays of photographs that illustrate how children learn through doing the range of activities. In addition, parents are given information about the topics followed in the nursery, and curriculum planning is displayed for parents to read if they wish. Parents are given information about their child's well-being through daily verbal feedbacks and daily diary books. However, they are not given formal opportunities to view their child's assessment records in planned meetings. This means that parents do not always have sufficient opportunities to discuss their child's progress with relevant staff. Parents are invited into the nursery to share their skills, and to participate in special events and celebrations. This enables parents to meet with staff and gain an overview of the work and ethos of the nursery.

Organisation

The organisation is satisfactory.

The nursery displays their registration certificate to ensure parents are informed of their conditions of registration. They maintain adult to child ratios to ensure children are kept safe. The manager has ensured most the staff team have appropriate childcare qualifications and an adequate amount of staff with paediatric first aid qualifications are on site at all times. This ensures children are treated appropriately in the event of an emergency or accident. The nursery records times of attendance for staff, children and visitors which ensures everybody is accounted for in an emergency. All required documentation for the children is gained from parents and is stored confidentially.

The manager supervises staff on a day to day basis and observes their practice. However, formalised appraisal systems are currently not in place which does not ensure staff performance is consistently monitored and discussed. The nursery has sound vetting procedures to ensure staff members are suitably vetted and induction periods to ensure staff are knowledgeable about their role and the setting. However, students are not fully secure about what they should do if they have any concerns such as behaviour management or child protection and have not experienced a comprehensive induction period.

Leadership and management are satisfactory. The centre manager has an accurate overview of the strengths and weaknesses of the provision of nursery education and is working to address these over time. To this end, she has set clear goals for development and is working effectively towards these. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the nursery was asked to address one recommendation. The nursery was asked to ensure the systems for recording accidents, incidents and medication include all relevant details and signatures and provide Ofsted with the details and CRB status of all newly appointed committee members of staff. The nursery has accident, incident and medication records in place which include all required details and parental signatures. This ensures children are kept safe and healthy and parents are informed. The setting also obtains CRB checks for all newly appointed staff to ensure children are cared for by suitably vetted individuals.

At the previous inspection, the nursery was asked to consider four recommendations with regard to the provision of nursery education. Most of these have been suitably addressed.

However, staff and parents do not yet have formal opportunities to share information about children's individual progress. However, the nursery has planned for these to take place in the near future. Staff knowledge of the Foundation Stage Curriculum and the early learning goals has been developed through training. Several staff have completed relevant early years qualifications to enhance their understanding. The assessment process has been developed so that each child has clear next steps identified to help them progress at their own pace. Children enjoy regular use of the outdoor area for physical play, as well as other activities. However, this use is limited to organised play times rather than free flow use, and this limits the children's opportunities to play outdoors. Finally, children have varied opportunities to progress in the area of knowledge and understanding of the world. They have daily use of a computer in the playroom. In addition, they use a range of toys to support their learning in this area, such as pretend telephones and vacuum cleaner. They also enjoy exploring and investigating the environment using magnifying glasses.

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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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):

- further develop children's independence at snack times through sitting at the table, self selecting their own food and pouring their own drinks
- ensure all staff attend behaviour management training
- ensure all staff are supported in their role by conducting regular appraisals and provide a comprehensive induction for students

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):

- develop ways to enable children to engage in their free play so that they are busy and focussed
- encourage children to make marks in meaningful ways as they play and to attempt to write their names on their artwork

- provide opportunities for children to use the outdoor area to develop their learning in all areas throughout each day
- introduce planned opportunities for parents to discuss their child's progress on a regular basis.

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