

Elm Lane Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY363213 |
| Inspection date | 01 August 2008 |
| Inspector | Amanda Gill |
| Setting Address | 24 / 26 Church Street, DAGENHAM, Essex, RM10 9UR |
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| Registered person | Grace Funke Akinnugba |
| 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 good.

WHAT SORT OF SETTING IS IT?

Elm Lane Day Nursery is the only Nursery run by Grace Akinnugba. It opened in 2007 and operates from two large shop units, that form part of a small shopping parade. It is situated in a residential area in Dagenham in the London Borough of Barking and Dagenham. A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.00 for 50 weeks of the year. There is a large car park area at the rear of the building. Children have no access to an outdoor play area but are taken daily to the local park area. There are currently 18 children aged from birth to under five years on roll. Of these, one child is currently funded for early education. The nursery employs 10 members of staff. Of these, eight currently hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted through appropriate medical procedures. Staff obtain relevant information on children's medical backgrounds and request consent from parents if asked to administer medication. However, although staff complete the medication book thoroughly and have parental consent, all medication administered is recorded on the same page and therefore confidentiality is not maintained. Children with an infectious illness are excluded from the nursery so as to protect others. Children are taken care of in the event of an accident because most staff are qualified in first aid. However, they have not obtained permission from parents to seek medical advice or treatment if deemed necessary. There is, therefore, a potential risk of delay in children receiving the correct treatment. Accident records are maintained and the first aid box is well stocked, however it does contain unsuitable lotions and creams.

The nappy changing areas are hygienically maintained because adults use an anti-bacterial spray to clean the changing mats after each use. There is some risk of cross contamination during nappy change routines. This is because adults do not always wear protective clothing and children can easily access bathroom waste, such as a dirty nappy that has been left on the side.

Children are offered a balanced range of nutritious snacks and meals, promoting healthy eating. Menus take account of individual dietary needs and details are kept of any allergies to protect children's health. Individual dietary preferences are catered for, meeting children's cultural needs and respecting parents' wishes. However, children do not have opportunities to serve their own food and help themselves as all meals are prepared and pre-served on to plates in the kitchen. Children have some good opportunities to enjoy fresh air and exercise, because they are taken daily to the local park as they do not have direct access to an outside play area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children learn to keep themselves safe in welcoming and stimulating facilities, where they are able to freely move around the learning environment throughout the day. Practitioners are mostly vigilant about children's safety. They ensure this by the highly effective implementation of thorough daily risk assessments and detailed health and safety policies and procedures across the provision. However, children have access to unlocked cupboards with harmful chemicals and equipment and not all electrical plug sockets are covered. Children talk about safe practice, for example, they recognise that they must hold hands when they embark on their daily trip to the library and local park.

There are adequate fire precautions in place. Children practise an evacuation plan regularly so that they know what to do in case of an emergency. Fire safety precautions include, keeping exits clear, working smoke detectors, extinguishers are checked and a fire blanket easily accessible in the kitchen. They keep safe on walks in the local area as staff follow a written safety procedure. Children are well supervised during the day and staff take care that children leave safely at the end of each session.

Systems to monitor the safe arrival and departure of children are effective because details of adults authorised to collect children are in place and high regard is placed on security within

the premises. For example, staff use an internal lock to secure the door and a password system is in place if a person unknown to the setting is to collect a child.

Children are well protected because practitioners have a good knowledge of child protection issues, recognise their role and responsibilities and know how to implement nursery and local child protection procedures. The recording of all staff, children and visitors to and from the nursery, policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled within the nursery. They take part in activities with great enthusiasm and confidence and enjoy being together. This indicates they feel comfortable and secure. Children are interested in what is available and spend time concentrating on self-chosen activities.

Younger children enjoy a range of play materials and activities set out for them. They can also select resources of their own choosing, because storage arrangements ensure play materials are easily accessible. The babies play environment is stimulating and motivating, because they too can easily reach toys and play materials. These are set out around the room at floor level, such as baths full with water and sand.

The stimulating activities provided help children progress in all areas of development. They are encouraged to explore and experiment independently while being provided with an appropriate level of adult support. Their creative and imaginative development is encouraged through activities, such as water and sand play, arts and crafts, painting, singing, music and movement. Children are very comfortable within the environment and receive a high level and quality of support from the staff. Children make friends with their peers and all children develop good relationships with the stable staff team. All children play happily and initiate conversations with each other and involve the adults in their play. For example when they read animal books and make the animal noises together.

Nursery Education

The quality of teaching and learning is good. Comprehensive planning ensures that all areas of learning are fully met. Staff have a good understanding of the Foundation Stage. They work together effectively to ensure all children have regular observations. They have devised systems to ensure that suitable activities are planned to help individual children move along the stepping stones. Daily plans effectively cover all areas of learning and the activities provided relate closely to the written planning. Staff have opportunities to contribute at planning meetings where they discuss each individual child's progress and plan suitable activities to help children move towards the early learning goals. Good systems are in place for gathering information to help them assess the children's starting points. Staff observe the children during free and focussed activities to assess their achievements and progress. This helps to identify children's stage of learning and allows staff to plan the next steps in each child's learning.

Staff manage children's behaviour sensitively, helping them to learn to take turns and share fairly. The activities and experiences provided cover each area of learning and meet the individual needs of the children. The teaching provides good levels of interaction and staff make good use of planned and naturally occurring situations to challenge and extend the children's learning.

Clear and well presented long, medium and short term planning is effective and clearly identifies learning intentions. Activities are monitored and evaluated on activity sheets and this includes statements about the learning objectives and whether they have been achieved. This enables staff to see where they are successful in promoting learning and which aspects require some improvement. Staff observe and record children's progress across the areas of learning and transfer this information into their individual progress files

Strong relationships between the children and staff, and a consistent routine, supports children as they settle into the nursery routine and develop a sense of belonging. As a result, children are keen to embark on their play, work collaboratively with their peers and develop their concentration. Staff provide children with many opportunities to mark make and practise their emergent writing skills through everyday and fun activities, such as ink writing onto white boards and writing shopping lists.

Children are developing maths skills through using and talking about bricks and blocks, making and mixing colours and singing songs such as 'One, two, three, four, five, once I caught a fish alive' and 'Five little ducks'. However, activities are limited that provide children with daily opportunities to practise counting and calculating through everyday routine activities.

Children have access to paint and sand play and enjoy modelling with play dough. They use musical instruments and sing, listening to music CD's, exploring sound and rhythm. Children use the computer with support from staff and have access to a range of programmable toys. Play resources provide opportunities for children to learn about diversity and the wider community they live in. Colourful posters are displayed around the setting that reinforce positive images, colours, numbers, our senses, our bodies, fruit and vegetables, and the alphabet.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children show a good attitude towards one another and are confident and self-assured. They flourish in the nursery because they are well supported by staff who encourage them to become competent learners. Children play well together, learning to share and take turns, and they negotiate this with confidence. They show genuine concern for one another and benefit enormously from the example set to them by the staff team.

Children develop a secure sense of belonging and confidently take on responsibilities within the setting, such as helping to tidy up. Behaviour is generally good and children show high levels of independence, confidence and self-esteem as staff continually praise and value their achievements. Staff treat children with respect and use lots of praise and encouragement to promote their self-esteem. All children are encouraged to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential.

Children learn to respect other cultures through enjoyable activities. They are introduced to culturally specific resources throughout their play. For example, when they dress up in cultural costumes and use play food when they role play. Toys and resources, such as puzzles and books reflect positive images of all aspects of society, including many representations of people with disabilities, and adults and children in non-stereotypical roles. This means children learn to acknowledge and accept differences.

Children and their parents are able to visit and spend time at the nursery for a settling-in period, helping them feel secure and confident. Parents appreciate this and describe their children as extremely happy and contented at the setting. Staff are welcoming and friendly. This approach and welcome packs, that inform parents of the setting's policies and procedures, help to promote continuity between the home and the nursery. The children's records include all necessary information to ensure their key worker is aware of each child's individual needs. The complaints procedure is shared with parents, although it does not contain details of the regulatory body should they wish to make a complaint.

The partnership with parents and carers of children who receive nursery education is good. They have access to their children's files and are welcomed into the nursery at any time as there is an open door policy in place. Parents and carers benefit from a two-way sharing of information between them and staff at the setting through the home link reading programme, to enhance their children's learning. Parents and carers receive a welcome prospectus when they register at the setting but this does not include information about the Foundation Stage and the educational programme provided at the nursery.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides. The manager is able to show that all adults working at the setting have undergone checks to establish their suitability and most of the staff team are qualified early years practitioners. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration. Documentation is well maintained and information about the children is kept in a secure, locked file and remains confidential. Emergency contact details for children are easily accessible in case of an evacuation of the building. The documentation contributes to keeping the children safe, healthy and happy.

The nursery have an understanding of the National Standards for Daycare, and most of required policies and procedures are implemented. However, a Lost Child Policy was not in place. The registered provider explained that she believed all of the required policies and procedures were in place. Failure to have a written lost child policy in place is a breach of regulation. However, the policy has now been developed and was shown to the inspector during feedback.

The nursery has good employment and induction procedures in place. Staff retain a copy of the policies so that they are aware of their responsibilities. They are appraised regularly in order to monitor their job satisfaction and encourage professional development. They are committed to the continual improvement of the provision and since the opening of the provision have attended training in several areas. These include behaviour management, speech and language and equal opportunities. Children benefit from their acquired knowledge and skills.

The leadership and management of the nursery education is good. The manager involves staff in the planning at regular team meetings. The manager ensures appropriate levels of supervision are maintained at all times through good deployment of staff. Effective procedures are in place for the recruitment, employment and training of staff to make sure that the adults in the setting are suitable to work with children.

Improvements since the last inspection

Not applicable first inspection

Complaints since the last inspection

Since registration Ofsted received one complaint that required the provider or Ofsted to take action in order to meet the National Standards. The complaint related to National Standard 1 - Suitable Person, National Standard 2 – Organisation, National Standard 7 - Health and National Standard 10 - Special Needs. Concerns were raised that ratios were not being maintained and that staff did not have appropriate qualifications or experience. Ofsted wrote to the provider and asked them to investigate the concerns raised and report back on their findings. Information was received and reviewed by Ofsted and as a result five actions were set under National Standard 2 and National Standard 7. 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 remains qualified for registration.

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):

- request written permission from parents for seeking emergency advice or treatment
- ensure confidentiality is maintained when recording any medication
- ensure nappy changing arrangements reduce the risk of cross contamination and make bathroom waste inaccessible to children
- reduce potential hazards on the premises regarding unlocked cupboards and socket covers
- review the policies and procedures to ensure they are up to date and meet with requirements, with particular regard to the complaints policy and the implementation of a Lost Child Policy

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 information given to parents and carers includes information about the Foundation Stage curriculum and includes long, medium and short term planning
- create opportunities for children to practise counting and calculating through everyday routine activities

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