

Storkway Neighbourhood Nursery

Inspection report for early years provision

Unique reference number	EY279982
Inspection date	13/02/2009
Inspector	Christine Jacqueline Davies
Setting address	Storkway Family Resource Centre, Ridgebrook Road, Kidbrooke, London, SE3 9QX
Telephone number	020 8331 1995
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Storkway Neighbourhood Nursery was registered in 2005 and is located in the London borough of Greenwich. The nursery is housed in Storkway Family Resource Centre and is close to local schools, parks and transport services. The premises consist of three group rooms, toileting facilities, a kitchen and two separate outdoor spaces, one of which is designated for babies.

The nursery is registered on the Early Years Register to care for a maximum of 50 children aged from birth to five years. There are currently 53 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery is open from 08:00 to 18:00, Monday through to Friday, all year round. The nursery currently supports a number of children who speak English as an additional language and children who have learning difficulties and/or disabilities. Twelve full-time staff work directly with the children and at least half the staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The provider strives for continuous improvement and has begun to identify some of the strengths of the provision and areas for improvement. Practitioners support children's learning and development well, helping them to make good progress. However, partnerships with parents are underdeveloped and this has an impact on inclusive practice particularly in the area of assessment. So as a result, parents are not as involved in children's overall learning as much as they could be.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop systems so that parents can fully contribute to their children's individual records and that their views are used to aid future planning
- provide more opportunities for children to use their home language during play and develop resources reflecting diversity
- ensure all practitioners record evidence of children's progress so that it can be easily tracked

The leadership and management of the early years provision

Systems to monitor and evaluate the quality of provision are steadily developing. The nursery has begun to identify the strengths and areas requiring improvement and has developed future plans which include peer on peer observation, and the implementation of a quality improvement scheme. Recommendations from the last inspection have been met and have had a positive impact on outcomes for children. For example, children have many opportunities throughout the day to use

a computer, enhancing their knowledge of technology. Partnerships with parents are satisfactory. Practitioners are beginning to establish links between the home and nursery by conducting home visits for new children, helping children to become familiar with their designated key person and aid the transition from home to nursery. Information gained from parents initially is comprehensive and includes information about children's starting points and their individual needs and interests. However, as children become more settled, records such as individual education plans and progress records do not include parental contributions or their views about how their child's overall learning and development can be enhanced.

Systems are in place which ensure that children's overall welfare, health and well-being are safeguarded. For example, detailed safeguarding policies and procedures ensure that practitioners are aware of what to do should they have concerns about children in their care and there is a designated member of staff responsible for child protection issues. Recruitment procedures are rigorous, resulting in staff that have been vetted for suitability to work with young children as well as being well qualified and experienced. Practitioners are deployed effectively throughout the nursery and risk assessments are undertaken for both indoors and outdoors and specifically for outings. As a consequence, children can play safely and independently within their environment. Policies and procedures are disseminated to staff through good induction procedures and work well in practice.

The quality and standards of the early years provision

Good use is made of accommodation and available space as children are able to freely access a wide range of activities both indoors and outdoors throughout the day. The outdoor area is organised so that it complements indoor provision, containing activities such as drawing, sand play, painting and puzzles. There is also a range of equipment to develop children's physical skills, such as a large climbing frame with slide and trikes. The programme of activities takes into account the emerging interests of the child and practitioners work closely with the designated centre teacher, who provides advice and support regarding the implementation of the Early Years Foundation Stage (EYFS). Most practitioners collate regular evidence of children's progress via written observations and samples of children's work, although some files indicate that evidence of children's progress is not always evaluated. Children behave well because practitioners involve them in setting realistic boundaries and good behaviour is regularly rewarded with praise, developing their confidence and self-esteem.

Specific resources to support the six areas of learning are readily available and provide children with autonomy and choice. Babies and toddlers explore their environment with enthusiasm and happily engage with a range of toys and equipment that are set out on the floor and low level tables. They benefit from individual attention and enjoy being with familiar adults, helping to develop a sense of belonging. Many children have opportunities to experiment with their spoken language via stories, songs and general conversations with their peers. They confidently describe how different objects feel when searching for different items in a feely bag during circle time and are able to freely create their own sounds and rhythms when using a range of musical instruments, such as

tambourines, maracas and castanets. Children are able to see their own attempts at writing displayed as well as labelled resources in a variety of languages. However, there are limited opportunities for children with English as an additional language to use their home language during play. Opportunities for children to explore and begin to understand other cultures and beliefs, via planned topics and themes, are in place; however, there are few resources reflecting diversity available to children.

Children learn about volume, weight and size as they add water to dried oats and then eagerly watch the transformation to lumpy porridge, feeling its texture as it runs through their hands. They show a growing awareness of number as they confidently match the correct number of objects to the required picture card and use large building blocks to design and construct intricate car runways. This develops their knowledge of calculation and space. Children's overall health and welfare is promoted successfully as clear procedures are in place for administering medication, including obtaining written consent from parents. In addition to this, there are named first aiders on the premises who are able to respond appropriately to accidents should they occur. Meals are freshly cooked on the premises and take into account the dietary needs of children. Good hygiene routines ensure that children are protected from infection.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection, there has been one complaint made to Ofsted that required the provider to take action. The complaint related to safety: that accidents to children were not dealt with appropriately, that systems to inform parents about accidents are not implemented by staff, that staff ratios are not adhered to and that the deployment of staff to supervise children is not effective. We carried out a visit and set actions for the provider to ensure staff record all relevant details concerning children in the accident book and that an accurate record of children and staff on the premises is kept. A satisfactory response was received by Ofsted. The provider remained suitable for registration at the time the investigations were closed.

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.