

Enfield Day Nursery

Inspection report for early years provision

Unique reference number EY319408
Inspection date 02/04/2009
Inspector Jill Nugent

Setting address c/o David Lloyd Leisure, 180 Carterhatch Lane, Enfield,
Middlesex, EN1 4LF
Telephone number 0208 367 0069
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

Enfield Day Nursery registered in 2006 and operates from four rooms within the David Lloyd leisure centre in Enfield. It is one of several nurseries owned and run by Asquith Nurseries. The nursery is split between two sites within the centre. Children share access to two outdoor play areas. Access to the centre and nursery is at ground level directly from the car park. The nursery is open from 07:30 until 18:00 every weekday for 51 weeks a year. It also offers a crèche facility for users of the leisure centre.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children in the early years age group may attend the nursery at any one time. Currently there are 36 children on roll, all of whom are in the early years age group. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 13 members of staff to work with the children and, of these, 11 members of staff, including the manager, hold relevant early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery provides an inclusive setting for children where they enjoy a wide range of learning opportunities. Staff have a close working partnership with parents and this contributes to the quality of care that children receive. There are comprehensive systems in place for ensuring the promotion of children's learning, development and welfare, although these are not always rigorously implemented. Staff make effective use of self-evaluation as a working tool to continually develop and improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- ensure that there is a balance of adult-led and child-initiated activities planned for children throughout the nursery
- ensure that the system for observational assessment clearly shows children's progress towards the early learning goals
- ensure that parents have good access to required information about children's care and education.

To fully meet the specific requirements of the EYFS, the registered person must:

- extend the system for conducting risk assessments of the premises in order to identify all aspects of the environment that need regular checking (Suitable

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premises, environment and equipment).

The leadership and management of the early years provision

The nursery has recently undergone a change in management and this has had a positive impact on the setting as a whole. All the necessary policies and procedures are in place and the information about individual children is stored securely. The new manager has introduced effective systems for the monitoring and evaluation of the provision and involved staff in evaluating their own practice. She has encouraged staff to attend further training and also sought the views of parents. In this way she is now able to work towards further improvements that will benefit all children who attend. For example, she has plans to increase the range of multicultural resources and further develop the outdoor play areas. Staff are deployed effectively around the nursery so that all children feel included and their practical needs are met appropriately.

Staff have a sound knowledge of safeguarding issues and know what to do if they have any child protection concerns. They work closely with parents and encourage their involvement in children's care and education. New parents receive an attractive brochure which includes information about the provision and the learning opportunities for children within the Early Years Foundation Stage. Staff feed back to parents on a daily basis, either in conversation or through written diaries. The notice board keeps parents up to date with information about staffing and key policies, although some policies are not readily available. Staff share children's learning journeys with parents so that they can see what their children have been learning and read their developmental notes. However, children's learning journeys are not made easily accessible to parents so that they can view them freely.

The quality and standards of the early years provision

Children enjoy a stimulating learning environment with good access to a variety of resources and activities. Staff promote children's learning through play effectively, organising resources so that they are inviting for children and encourage participation. For example, tables are set out with materials for creating pictures and models whilst books and construction equipment are accessible at low-level. As a result children join happily in purposeful play and exploration. They develop self-confidence, becoming active learners as they concentrate on their chosen tasks. Staff support children well by joining in their play and engaging them in conversation. Young children show much interest in collections of objects which encourage them to use their different senses, thereby beginning to make connections with their environment. Older children increase their skills in the areas of literacy and numeracy through exploring mark-making, playing games and taking part in role play. Their learning is reinforced through access to interesting computer games.

Staff regularly observe children's learning and use their recorded observations to plan learning experiences that meet individual children's learning needs. This

system works particularly effectively in enabling staff to focus and extend children's learning through play. Staff ensure that children have access to activities which support the development of new skills in all areas of learning, although they do not have an established system for showing clearly children's progress towards each learning goal. There are very good opportunities for children to explore natural and man-made materials such as cereals, soil and paints. Children find out how things work as they investigate toy vehicles in tubes and plant seeds. They have fun playing outdoors, using small and large equipment in physical activities. For example, they extend their ball skills as they throw and aim, and improve their control and coordination as they climb, balance and slide. However, there are few adult-led activities planned into the educational provision overall to ensure that children are challenged to move on in their learning in all areas.

Staff promote children's welfare effectively through their close attention to individual children's well-being. They ensure that children are cared for in a safe and healthy environment. There is an appropriate emphasis on children's security within the building and various safety measures are in place around the rooms. Risk assessments of the provision have been carried out although there are limited risk assessments specific to the premises enabling staff to ensure that all potential risks in the environment are minimised. There are effective policies and procedures in place regarding children's health and these are implemented by staff appropriately. Children learn about good hygiene practice and enjoy a variety of healthy and nutritious meals. Children's personal independence is encouraged through daily routines. They are encouraged to share fairly and they learn to take turns as they participate in activities. Children receive individual attention if unsettled and enjoy the freedom to make individual choices in a relaxed atmosphere.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
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?	2
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

There have been no complaints made to Ofsted since the last inspection.

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.