



Storkway Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY279982
Inspection date	23 February 2006
Inspector	Josephine Geoghegan
Setting Address	Storkway Family Resource Centre, Ridgebrook Road, Kidbrooke, London, SE3 9QX
Telephone number	020 8331 1995
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Registered person	Pre-School Learning Alliance
Type of inspection	Childcare
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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Storkway Neighbourhood Nursery is a full day care provision run by the Pre-school learning Alliance (PSLA) and has been registered since 2005. The nursery operates from the ground floor of a purpose built community centre, which is operated by Sure Start. The nursery has 3 base rooms with direct access to a secure enclosed outside play area. A maximum of 50 children may attend the nursery at any one time.

The nursery serves the local community and is open Monday to Friday from 08:00 to 18:00, all year round. Children attend for a variety of sessions. There are currently 26 children on roll, of these, 2 are aged over 3 years, 13 are aged under 3 years and 11

are aged under 2 years. No children are currently in receipt funding for nursery education. The nursery supports a few children who have identified special educational needs and a small number of children who speak English as an additional language.

The nursery employs eleven staff who work directly with the children. Eight of the staff, including the manager hold appropriate early years qualifications and one member of the staff is working towards a qualification. Staff have access to training courses and support services run by the Greenwich Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to wrap up warm and enjoy outside play in all kinds of weather, benefiting from regular fresh air and exercise. They use a range of outside equipment that develop their physical skills. For example, children show skilful use of bikes and wheeled toys, developing their body control, co-ordination and spatial awareness. They show confidence while using the climbing frame with slide. Babies enjoy using balls and the see-saw during outside play, enabling them to develop physical control. They also have access to soft play shapes and a range of activity centres and baby gyms promoting the acquisition of physical skills.

Children's health is promoted positively within the setting. Children are encouraged to develop good hygiene routines, such as washing their hands after using the toilet and before meals. Children benefit from the well organised nappy changing routine where they are changed in a calm and relaxed manner. Younger children are supported well as they learn toilet training skills. Children are encouraged to develop self care skills such as putting on their own coats.

Children's individual dietary needs are known and respected. They are offered a varied diet with fresh fruit and snacks, promoting healthy eating. Children are provided with breakfast and tea and bring in packed lunches which are stored and prepared appropriately by staff. Meal times are relaxed as staff and children sit together, talking about general events and helping children to develop their social skills. Babies are supported well as their individual meal and sleep routines are catered for by staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe within the setting as the staff implement a range of safety procedures well, such as regular risk assessments, good security regarding the arrival/collection of children and established routines for outside play. Children's safety is promoted within the premises that is spacious, clean and well maintained. The setting is well organised and welcoming. The playrooms are all internally linked

and have direct access to outdoor play areas, enabling children to benefit from free-flow play. The baby room has an adjoining sleep room and milk kitchen enabling staff to cater for babies individual routines efficiently.

Children have access to a good range of resources that promote learning in all areas, although resources that promote technology are limited. Children's awareness of equality is promoted well through a good range of books and resources, such as dressing up clothes and dolls that reflect a variety of cultures and abilities and books that provide positive images of people in the community. Babies are provided with a good range of age appropriate resources that are stored at ground level, enabling them to explore and make choices. Older children are able to choose resources that are stored in low level units in clear containers allowing them to make informed choices. All children have regular access to a sensory room, enabling them to explore and experiment with light and sound. Play equipment is of high quality providing children with a well resourced home corner, large paint easel and outside play equipment. Children's physical care needs are supported with high quality furniture and equipment such as cots, child sized tables and chairs with harnesses.

Procedures are in place to ensure children are protected and any child protection concerns are dealt with appropriately.

Helping children achieve well and enjoy what they do

The provision is good.

Children have good opportunities to engage in a variety of activities throughout the day. Established systems of assessment enable staff to monitor children's progress well and ensure their developmental needs are catered for within the future planning of activities. For example, activities are planned daily to take account of children's needs and interests. Activities are planned for babies showing regard to the Birth to three matters framework. For children over two and older children the planning system used incorporates both the Birth to three matters framework and Foundation Stage curriculum, however, this system does not clearly show how the activities and resources promote the six areas of learning for the Foundation Stage.

Children enjoy being creative; they actively participate in music and movement sessions, choosing instruments and singing familiar songs. Children freely engage in role-play developing their imaginative skills while dressing up and imitating, using resources such as doctors outfits and accessories. Children have good opportunities to develop creative expression while using a range of materials and media, such as paint, collage and malleable materials.

Children are supported well in developing their maths skills. For example, children participate in activities using compare bears and are encouraged to use mathematic language within play, developing problem solving skills and their awareness of shape and size. Children are able to count reliably and develop their counting skills through familiar songs.

Children use books purposefully and listen well as staff read stories, developing their reading skills. They are developing good writing skills and show an awareness of

writing for a variety of purposes, such as making parking tickets while using the bikes. Children have good opportunities to develop their understanding of nature and living things as staff encourage them to look closely at the snow as it lands on their gloves and they use magnifying glasses to observe objects. Children learn about their local environment as they go on regular outings to parks to feed the ducks and observe construction of buildings with large machinery.

Younger children and babies are provided with a good range of activities throughout the day. They enjoy outside play, using the see-saw and exploring the garden. During inside play children participate in creative activities such as painting and freely choose from a range of cause and effect toys that promote their curiosity and interest in play.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well as staff work in partnership with parents to ensure all care needs are known, such as children's nappy and toilet training routines, rest and sleep preferences and dietary needs. Children are able to gain awareness of cultures and beliefs as they use a variety of books and resources within the nursery that reflect positive images of people in the community. Systems are in place to ensure care is appropriate and inclusion is positive for children attending who have identified special educational needs. Staff work closely with parents and outside agencies to ensure children's needs are met effectively.

Children are encouraged to behave well, be sociable, share and take turns with lots of support and praise given by staff for their efforts and achievements. They are able to learn right from wrong as staff set clear boundaries and establish good routines. Effective settling in procedures help new children part from their parents with ease and feel secure. Children show a sense of belonging and have good relationships with staff and their peers. For example, children and babies are offered lots of cuddles and snuggle in, enjoying the support and security offered by staff.

Partnership with parents is effective; information is shared regarding children's developmental progress and parents are kept well informed about their child's day. Staff make time to discuss the events of the day when parents collect their children and offer written daily records of babies food intake, details of sleep and general information. Parents are offered a wide range of information about the setting, including policies and procedures and staff deployment; all required documentation is shared appropriately, such as records of any accidents.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children benefit from a flexible daily routine, enabling them to participate in a range of activities throughout the day including indoor and outside free-flow play and group

times. Children are able to move freely around the well organised environment, with set play areas that provide familiarity. Toys and resources are easily accessible, allowing children to make choices and develop independence. All children are provided with a range of good quality toys and equipment, although they do not have sufficient opportunities to use resources that develop their understanding of technology. Children are supervised at all times as staff are well deployed and ratios are met.

Children, parents and staff benefit from the implementation of a range of policies that support the efficient management of the setting. All required documentation is in place, retained and stored appropriately. Staff work closely to ensure systems of assessing children's progress and planning of activities are effective. However, the system of planning does not clearly show how the areas of learning for the Foundation Stage are reflected. Robust systems are in place to help keep children safe. For example, effective recruitment procedures, appropriate vetting checks and continuous staff supervision and appraisal ensure staff are suitable to be in contact with children. Staff hold appropriate childcare qualifications and show commitment to constant development of the quality of service and good communication.

Improvements since the last inspection

Not Applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since 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.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

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):

- extend the range of resources that promote children's learning of

communication and technology.

- develop the system of planning to clearly show how the foundation stage curriculum is reflected.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk