



## **Belgrave Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY297036
<b>Inspection date</b>	11 May 2006
<b>Inspector</b>	Christine Jacqueline Davies
<b>Setting Address</b>	Mapother House, De Crespigny Park, Denmark Hill, London, SE5 8AZ
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<b>E-mail</b>	
<b>Registered person</b>	Kings College Hospital NHS Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. 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?

Belgrave Nursery was registered in 2005 and is managed by the Kings College NHS Trust. The nursery is accommodated in a multi purpose building with two group rooms, one of which is an open plan area for children aged two to five years. There is a large enclosed garden area for outdoor play. The nursery is located in the Camberwell area of Southwark and serves staff who work at the nearby hospital.

The nursery is open all year round from 07.30 to 18.35, Monday to Friday. A

maximum of 35 children may attend the nursery at any one time. There are currently 24 children aged from nought to under five years on roll including part-time and full-time places. The nursery provides support for children who have special educational needs and those who speak English as an additional language.

There are nine staff working within the centre, of these, eight hold appropriate early years qualifications. The nursery receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have good opportunities to be active and enjoy daily physical activities that contribute to a healthy lifestyle. Each day there are outdoor activities to help them develop control of their bodies, such as riding bikes, running, hopping and balancing. All children learn to listen to their bodies and are able to rest and be active according to their needs. Children are beginning to understand the importance of a healthy diet. Menus are planned in advance and children enjoy a broad range of snacks which includes fruit and vegetables. This helps children develop healthy eating practices. Children's health and welfare are protected because records are kept of children's dietary needs, feeding and sleeping routines and any food allergies. Staff caring for children are fully aware of these and know how to respond appropriately.

Children are cared for in a very clean, well maintained environment. Good hygiene routines reduce the risk the of spread of infection and promote the good health of children. Children learn the importance of good personal hygiene and are encouraged to wash hands before eating meals and after playing outside in the garden. Good procedures such as, staff consistently wearing disposable gloves and cleaning the changing mat with an anti-bacterial spray, sustain high levels of hygiene and help prevent the spread of infection. Good procedures are in place for administering medication including, obtaining written consent and keeping appropriate records, signed by parents. Children's health and welfare is safeguarded as the majority of staff hold a first aid certificate, which enables them to respond to accidents appropriately should an accident occur.

Staff have a sound knowledge of the Birth to three matters framework and have implemented this well in the baby room. Children settle well and have good relationships with the staff who interact in a gentle and supportive manner. They receive lots of cuddles, individual attention and reassurance, promoting their emotional well-being.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe environment. Staff undertake regular risk assessments of the premises and equipment used, helping to protect children and

keep them safe from harm. Children benefit from playing in an organised environment. This means children can move around safely and can independently access resources which meet safety standards. Children benefit from a good range of safety measures; for example, buzzer entry system, fire extinguishers, and a secure outdoor area. Staff are well deployed and ensure that children are always supervised when participating in activities.

Staff have identified potential risks and dangers when off site and ensure that safety measures such as holding hands, and pushchairs are used to keep children safe. Children's welfare is safeguarded and promoted as there are comprehensive written procedures in place which include, health and safety and children who are lost or not collected. Staff record children's accidents appropriately but do not always ensure that parents sign after each entry. This means that children's welfare is not entirely safeguarded. Staff are generally secure in their understanding of child protection although procedures are not in line with the local Area Child Protection Committee procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children under three benefit from being involved in a good range of activities which motivate and encourage their development. They enjoy singing, listening to stories and taking part in role play, which enable them to develop their own self-expression. Children are confident within the setting and have built secure relationships with the staff. Staff in the baby room are aware of the Birth to three matters framework, however some staff are unsure of how to use this framework when planning activities.

Despite this, babies explore their environment with enthusiasm, and enjoy playing reciprocal vocal games with staff. Their physical development is well promoted within the nursery, as staff support them with praise and encouragement as they practise mobility skills. Babies receive lots of cuddles and have a strong bond with the staff that care for them. They are able to get to know staff well and demonstrate a growing awareness of social skills when interacting with others.

Children aged two to three years enjoy experimenting with a good range of creative activities such as, painting, and messy play which helps to stimulate their imagination and sense of achievement. They are able to access a range of planned, outdoor activities throughout the day and enjoy releasing surplus energy, which helps to promote their confidence and self-esteem. Children explore activities and resources with increasing confidence. Observations of their achievements help staff to provide for their individual needs and interests, promoting their well-being.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff understand children's needs and provide a sufficient range of activities and experiences. Staff have some knowledge of the early learning goals, however, their understanding of how to effectively use the stepping stones to plan, monitor and record children's progress is

insecure. This means that on some occasions, activities and learning intentions are not always closely matched to the abilities of individuals, particularly the more able children. Although each child has a profile of their development, staff do not always keep children's records up-to-date to present a clear picture of children's progress over time. Despite this, the children demonstrate growing independence skills and are able to select resources with confidence. They show a good level of personal and social skills and are able to make close friendships with their peers. Children behave generally well and are aware of boundaries set within the nursery. They understand the need to share and take turns when playing together.

Children communicate generally well, and are confident speakers. They engage easily in conversations with each other and adults, steadily developing their confidence and self-esteem. They engage in activities such as drawing and painting which help to develop their hand-eye coordination and hand writing skills. However, there are few opportunities for children to write spontaneously and use writing for various purposes, for example, writing lists, labelling their own work or writing stories.

A selection of activities to support children's development in maths such as water play, construction and puzzles are available to children. However, staff do not consistently use opportunities to help children develop their understanding of calculation, measuring and comparison in terms of length and weight. Children are able to count independently which helps build their confidence, but have little opportunity to use this knowledge to solve simple number problems during everyday practical activities.

Children are able to explore their creativity through everyday activities, for example, when using sand, water, and paint. They enjoy music and respond enthusiastically during singing sessions. Children enjoy learning about the local community and different cultures but have little opportunity to investigate the natural environment. This means that children's awareness of the world in which they live is limited.

Children have regular opportunities to develop their physical skills when playing in the garden and are increasingly able to negotiate space and have control of their bodies. Overall, children make satisfactory progress in their learning and achievement given their capability and starting points.

### **Helping children make a positive contribution**

The provision is good.

Children benefit from good relationships with staff and are happy and secure in their environment. They experience consistent care due to effective communication systems between parents and staff. This ensures that they settle well and that their individual needs are met. Children's spiritual, moral, social and cultural development is fostered. Staff provide positive role-models for children by acting in a polite and calm manner. They regularly praise children and encourage children to be kind and considerate towards one another. This helps to raise children's self-esteem and confidence. Children are well behaved and work well with each other in response to the realistic boundaries and expectations of staff. There is a newly appointed special needs coordinator at the nursery, and children with special educational needs are

very well supported. Staff work closely with parents and outside professionals to offer good levels of individual support and promote inclusion.

Children benefit from a good range of resources which reflects diversity and acknowledges cultural differences. Resources such as books, puzzles, dolls and dressing up clothes help children to understand and explore their own ideas and beliefs and help them to become aware of differences. They show a sense of belonging when they share their experiences about their family and friends and are encouraged to participate in a variety of cultural traditions and festivals such as Eid, Black History Month and Chinese New Year. This enables them to learn the importance of respecting others.

The partnership with parents and carers of children who receive nursery education is satisfactory. Parents are welcome in the group and are encouraged to be involved in their children's learning. Parents have access to written information about the Foundation Stage curriculum. Although children's profiles do not always reflect how children's progress is monitored, they are kept informed about their child's progress via daily informal discussions and formal reviews. Policies and procedures are available to parents and regularly updated so that they are kept well informed about the group's operational plans.

## **Organisation**

The organisation is satisfactory.

Sound procedures are in place for the recruitment and vetting of staff so that adults providing care and looking after children are suitable to do so. There is a clear management structure in place and all senior members of staff are clear about their roles and responsibilities within the setting. The induction programme enables staff to become familiar with the group's policies and procedures. However, procedures are not sufficiently rigorous to ensure that all staff are secure in their understanding of child protection and record keeping regarding accidents. Staff are suitably qualified and have a sound knowledge and understanding of child development which enables them to meet children's individual needs well. Satisfactory record keeping is in place so that children's care needs are addressed and met.

Leadership and management of nursery education is satisfactory. There is a commitment to develop the provision and the management team have clear aims for the future. Satisfactory systems are in place to monitor and evaluate the curriculum, however areas for improvement are not always identified. This means that staff are not always aware of how well they promote positive outcomes for children. Despite this, staff are supported and work well as a team. Regular meetings are held to raise issues and improve practice.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

N/A

## Complaints since the last inspection

There are no complaints to report.

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):

- ensure that child protection guidelines are in line with current local area procedures and that staff are familiar with them
- ensure that the planning of activities in the baby room reflects the Birth-three matters components

### 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 staff's knowledge and understanding of the curriculum guidance for the Foundation Stage to improve the quality of teaching and children's learning
- improve the quality of planning so that it clearly demonstrates how activities are adapted to meet the individual learning needs of children.

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](http://www.ofsted.gov.uk)