



Brook Day Nursery

Inspection report for early years provision

Unique Reference Number	509601
Inspection date	07 September 2005
Inspector	Judith Harris
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Registered person	Early Years Child Care PLC
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Brook Day Nursery is one of nine nurseries run by Early Years Childcare plc. It opened in 1998 and operates from five group care rooms in a purpose-built building. It is situated in a residential area in Woolwich South East London. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year. All children share access to a secure enclosed outdoor play area.

There are currently 73 children aged from 0 to under 5 years on roll. Of these 23 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel in to work. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 18 staff. 14 of the staff, including the manager hold appropriate Early Years qualifications. There are also a number of bank staff and domestic staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The nursery has a good range of health and hygiene policies and procedures which follow environmental health and hygiene guidelines. Most of the procedures are consistently put into practise by staff and effectively support children's health. Children are supported to use appropriate hygiene routines providing sufficient opportunities for them to learn basic skills. Babies have good hygiene routines, outdoor shoes are not worn in the toddler and baby rooms and staff use appropriate routines for changing nappies in all rooms. Some of the hygiene routines are not effectively used and there is an occasion when children in the toddler room miss out on washing hands before lunch.

Children's meals are provided ready cooked and are dished up by the cook who also prepares tea. The meals are sufficiently balanced and nutritious and children always have fresh fruit available at meals and snacks. Breakfast and tea are well balanced and healthy and drinking water, that children can help themselves to, is available throughout the day . A good range of details are taken from parents for children's dietary needs and any medical or special needs and staff in each room have information for their key children. In one family room the children talk about what they can't eat, one child says he can't eat cheese because it gives him a tummy ache. All children sit and eat at the table or in low-chairs for the babies; they choose what they want to eat and help themselves to snacks and serve themselves at meal times.

Children in all rooms have daily outdoor play, with lots of opportunities to develop their physical skills and to exercise. The babies and toddlers have a small enclosed garden which the rooms have direct access to. The babies and toddlers play outside using a good range of equipment and toys they are clearly learning skills for crawling, walking and climbing. The babies have clear floor space inside and are able to move around safely, they have lots of stable low level furniture to pull themselves up on encouraging them to develop their skills. Children in two family rooms have direct access to the garden and can play in or out throughout the day. The other room has planned times for using the garden. The children are climbing, walking and running they play with bats and balls and ride on bikes. The children are clearly developing good physical skills.

Babies and toddlers individual needs for rest and sleep are clearly met. The babies can sleep at any time; they have a separate sleep space with a cot each and their

own bedding. Toddlers and younger children in the family rooms have rest beds put out after lunch when they sleep. Children can rest at other times if they need, to each room has a book corner which is a quiet area for the children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is clean and well kept; children have a good amount of room for play and all areas appear safe and secure. The door buzzer is answered by a member of staff who checks who it is before opening the door; all staff and visitors must sign in. There are good risk assessments in place that are effectively used and children have a good range of equipment, toys and resources that are suitable for their ages. The use of equipment is clearly monitored by staff to support children's safety. Babies have low level wooden highchairs which enable the younger children to sit and eat at the same level as the toddlers who have small wooden chairs with harnesses that support them to sit safely while eating.

Adults talk to children about being careful when moving about; not running indoors and thinking about each other when moving around and using the climbing frame and slide. The children in the family rooms have appropriate levels of supervision in the rooms. In the garden they are learning about keeping themselves safe and they talk about cutting with scissors saying that they need to be careful and need to use the scissors sitting down, a child says "we don't want to cut our fingers". Children use knives to spread crackers and an adult talks about being careful and not licking the knives. Children in the baby and toddlers rooms have a higher level of supervision and are closely monitored when using equipment. Adults help younger children to gain an awareness of their own safety with the use of simple rules for moving about, climbing and using equipment.

There is an effective policy for outings and one for taking children swimming. All staff members have qualifications and/or experience and the company have effective systems for vetting all staff.

Children are protected from harm because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident and happy at the nursery, they play with purpose and have good relationships with the adults and each other. There is a relaxed comfortable atmosphere in the nursery. The staff work well as a team and are clearly working towards developing their skills and confidence to support the children's learning and development.

The Birth to Three Matters framework is used to plan for under 3s and planning for the 3 to 5 year olds is under each Early Learning Goal. In the all rooms the children

are well supervised and well cared for. Adults take time to plan activities within the daily routine and daily observations are done with a weekly 15 minute observation for each child. The observations have a space for next steps and in all rooms these are completed and up to date.

Babies move with ease around the room which has mats and clear floor space, they have low level stable furniture to pull themselves up on some are walking and some crawling. The babies play with a good range of toys including stacking and posting toys. They have drawing at the table and planning shows that they have sessions for painting, there is music playing and the babies dance and sing. The adults care well for the children and activities are well planned. However the levels of interaction are limited, the adults are not challenging or extending the babies sufficiently .

Toddlers have a good range of activities for indoor and outdoor play. They have creative activities, play with water and sand, dressing up and role play and have a treasure basket, books, and music. The toddlers are happy and confident, they talk together and have good relationships with adults and each other. They are beginning to learn to play together well, to share and take turns; the children are developing their imagination and starting to use one thing to represent another. In the garden the toddlers play with spoons and tins and two children are cooking, one child says "dinner", and pretends to eat with the spoon. Toddlers have good levels of independence they make choices about activities and play is mostly child led. As with the babies the planning is good and there is a good range of activities, but the interaction is limited and the adults do not make best use of all situations to challenge and extend the toddlers.

The children in family rooms are motivated, and interested in what they do, they make choices about activities and have free access to creative play, imaginative play, role play, sand and water, graphics and maths areas and book corners. Children have a suitable range and balance of activities well planned under the early learning goals. For the under 3s in the family rooms there is a section on planning to show how activities are adapted to be suitable for younger children. Children use a range of language to organise play they have access to practise writing and to different types of text. They are learning basic maths skills, there are maths areas with games and puzzles to encourage development. Children have free access to a range of different materials for creative play, they use their imagination to develop role play games both in the rooms and in the garden. The children play with dolls and go shopping they play in the travel agents and carry the game out to the garden. There is a free painting table in the garden and the children choose a CD to play they listen to the music and sing; the children have access to musical instruments.

The quality of teaching and learning is satisfactory; adults have a sound knowledge of the Foundation Stage and plan well for children with a suitable range and balance of activities. There is a sufficient range of observations of children's progress which are used to help adults see what children need to do next. The activities and experiences provided cover each area of learning and mostly meet the individual needs of all the children. Teaching is limited because there are low levels of interaction and adults do not make best use of all planned and naturally occurring situations to challenge and extend the children.

Spiritual, moral, social and cultural development is fostered.

Helping children make a positive contribution

The provision is good.

Children have good levels of support and supervision which are suitable for their ages and levels of understanding. Children with special needs are clearly well supported by the special needs co-ordinator and the staff team. A good range of policies and procedures for identifying and supporting children with special needs and their families are in place and effectively used by staff. This includes the use of action and action plus to assess the levels of care and support a child may need. There are very effective systems to ensure inclusion which allow staff to adapt activities and the environment to meet a child's needs.

The children in all rooms are happy and comfortable in the nursery; they have a good sense of the daily routine and are familiar with members of staff from different rooms. There are good systems to support new children settling or children changing rooms. The children have good levels of independence they make choices about what to play with, what they eat and can help themselves when they need a drink. Children have lots of freedom and choice, they work well with others and children in the family rooms organise their own play. The children share and take turns, they have good levels of personal independence and are making good relationships with adults and each other.

The children are well behaved; adults know individual children well and are aware of situations that may cause children to become frustrated or upset and lead to behaviour problems. Children are clearly supported by staff to learn to solve problems and to develop skills for self control. Good positive behaviour management is used by staff that meets the child's individual needs and helps them to understand about treating each other with respect.

Children take part in a range of activities that support them to gain an understanding of different cultures and religions and of the natural and wider world. The current nursery theme is mini beasts and children in all rooms have had different activities to help them look at different types of mini beasts. The children in the family rooms also have a travel agents as a role play area and all rooms have dressing up and role play equipment that represent different cultures. There are lots of positive image posters around the nursery. Each family room has a computer and CD player that children can use independently or with support.

Organisation

The organisation is good.

Children have good relationships with adults they are well cared for and there is a comfortable and relaxed atmosphere which helps the children to feel at home. Adults are well deployed and the group sizes support the children to develop confidence

and to have good levels of safety. Children are able to take part in all activities and enjoy being in their group and playing in larger groups with children from other rooms.

The nursery has a very good range of policies and procedures which, when put into practise, clearly support the children's care and education. Most of the policies are being effectively put into practise but some practise needs monitoring (see being healthy). Staff are all vetted through the company's system and all have qualifications and /or experience.

Leadership and management are satisfactory; the manager is working with the staff team to build confidence and skills to enable adults to increase challenges for children and to improve their progress towards early learning goals. The staff have a satisfactory understanding of the early year's curriculum and are able to answer questions about policies and procedures and daily routines. The manager holds regular whole team meetings and weekly team leader meetings to monitor and motivate staff. There are annual appraisals and staff have good access to training from the company and the Greenwich Early Years. Senior members of staff have responsibilities for different areas including special needs, behaviour management, updating policies and procedures and planning. The manager has regular meetings with the other nursery managers from the company.

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

Improvements since the last inspection

The nursery have made effective improvements since the last inspection. They have up-dated policies and procedures for child protection and behaviour management, there are good risk assessments systems in place to ensure children's safety in all rooms. Records are accurately kept and up-to-date, children's nutrition has been improved by the introduction of fresh fruit, regular drinks of water and the use of balanced ingredients for snacks and tea. The deployment is good, there are a sufficient number of staff in all rooms as the nursery employs extra staff to cover lunch times and the end of the day and each room has qualified members of staff present at all times. The number of opportunities to extend children's language still need to be improved.

Complaints since the last inspection

Concerns were raised on 18/04/2004; the concerns raised were children's personal hygiene in particular children's faces not being cleaned. The concerns relate to standards 7 and 12. An Ofsted Inspector made an unannounced visit on 25/05/2005 and discussed the issues raised with the manager, it was agreed that the manager would monitor the hygiene practise. No evidence was found that the National Standards had been breached. The provider remains qualified for registration.

Concerns were raised on 27/04/2004 by the nursery who reported the matter to

Ofsted; the concerns raised were a child being roughly handled by a member of staff. The concerns relate to standards 2 and 13. An Ofsted Inspector made an announced visit on 23/06/2004 as the nursery had carried out an internal inspection and taken disciplinary procedures against the member of staff involved and that member of staff had been dismissed. The nursery had informed social services who decided that their involvement was not required. An action was agreed that the child protection information held by the nursery should be updated. The provider remains qualified for registration.

Concerns were raised on 12/11/2004; the concerns raised were the use of terry wrap nappies and the laundering service. The concerns relate to standards 7 and 12. An Ofsted Inspector made an unannounced visit on 22/22/2004 and discussed with the manager the issues raised, it was agreed that the manager ensure that parents have a clear understanding of the systems used. No evidence was found that the National Standards had been breached. The provider remains qualified for registration.

Concerns were raised on 19/05/2005; the concerns raised were the deployment of staff and staff ratios. The concerns relate to standards 2. An Ofsted Inspector made an unannounced visit on 26/05/2005 and found that the number and deployment did not meet the standards and actions were agreed to ensure that standards for numbers of staff are maintained in the future. The provider remains qualified for registration.

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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):

- increase the levels of interaction with children under three years to provide appropriate challenges which extend the children to become more competent learners and skilful communicators
- ensure that children and staff use appropriate hygiene routines at all times

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 the levels of interaction with children aged three to five to ensure best use is made of all possible situations to challenge and extend the children.

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