



## Sure Choice Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY296987
<b>Inspection date</b>	08 September 2005
<b>Inspector</b>	Amanda Joy
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<b>Registered person</b>	Androula Chrysostomou
<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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Sure Choice Day Nursery is a privately owned nursery. It opened in January 2005, and is situated in a residential area of Enfield. A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 all year round. Children attend for a variety of sessions. There are three main

playrooms and a secure enclosed outdoor play area.

There are currently 9 children aged from 9 months to under 5 years on roll. Of these' one child is in receipt of funding for nursery education. The nursery serves the local area. There are no children currently attending who have special educational needs. The nursery currently supports children who speaks English as an additional language.

The nursery employs three staff. Two of the staff hold appropriate early years qualifications to National Vocational Level 2. The manager holds an appropriate early years qualifications to National Vocational Level 3.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted well as practitioners implement effective hygiene procedures to minimise the risk of cross infection. Two members of staff have relevant first aid training and implement procedures, such as recording of medication appropriately, which ensures children's good health. Children have a clear understanding about the importance of good hygiene and know they must wash their hands after going to the toilet.

Snacks and meals are healthy, balanced and meet children's individual dietary requirements. However, the variety of different foods available is sometimes limited. Systems to provide a more varied menu are in the process of being developed. Children enjoy a choice of fruit, child size pieces of oranges and apples and toast mid-morning. These are invitingly presented on large plates and children are able to help themselves. Although menus are not currently displayed, parents are informed daily what their children have eaten. This is clearly documented on children's daily record sheets.

Children's progress in physical development particularly, for the older and more able children is hindered due to lack of organisation and staffs limited understanding of the curriculum. Children move confidently with control and co-ordination. They show a sense of space as they move around the play room and as they listen and dance to nursery rhymes on a tape. However, their overall experiences of physical play are insufficient. Their physical skills and co-ordination are not developed sufficiently as they have too few opportunities for active play. Children's fine motor skills are not developed effectively due to limited access to small tools and equipment. For example, children do not have free access to resources such as, pens, crayons, and scissors and paint brushes.

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

The provision is satisfactory.

All playrooms are bright, welcoming and child friendly. The children confidently use the suitable and safe toys provided. The child sized furniture and equipment is mostly new and in very good condition. Practitioners ensure these are cleaned regularly and maintained in good repair.

There are sufficient resources for babies and younger children which meets their needs appropriately. The baby room has age appropriate toys invitingly displayed on a mat and baby's access these freely and enjoy playing with bricks. However, older children have limited access to play resources.

Practitioners talk to children about why it is important to tidy toys away which help children learn to keep themselves safe. Also, supervision by staff, enhances children's security. Daily risk assessments are undertaken which mostly ensures the premises are safe and suitable. However, these are not always thorough and not all the potential risks are identified. This potentially puts children's safety at risk.

Practitioners have a good understanding of child protection policies and understand what procedures to follow if they have concerns regarding their welfare, as a result children's well being is supported. The organisation of the setting has weaknesses which fails to ensure children are safe at all times.

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

The provision is satisfactory.

Children interact well with practitioners and their peers, building positive relationships with them. Older children show excitement and warmth towards the younger children, chatting and giving them appropriate cuddles. Children mainly settle well when they enter the nursery in response to the warm, friendly, welcome they receive. Babies are secure and happy in the nursery, staff know the children well and ensure their individual needs are appropriately supported.

Babies and toddlers are learning to communicate their ideas through singing nursery rhymes and listening to a variety of musical tapes. They are beginning to develop their language skills as they are encouraged to join in with rhymes. Practitioners ensure babies have access to age appropriate resources. However, these do not sufficiently meet the needs of the older babies, for example those aged eighteen months upwards. Younger babies play with a selection of toys from a box such as musical toys, and a sufficient range of indoor equipment helps them to begin to develop their physical skills for example, when they use the rocking horse. However, older children's needs are not fully met due to the poor organisation of resources within the setting. These are not used effectively as older children do not have free access to them. This limits children's learning in all areas. Opportunities to use outdoor equipment is not sufficiently exploited, they have too few opportunities to be active outdoors. Experiences to develop their ideas through creative play are limited, as opportunities to use media such as paint and water are not sufficient.

The quality of teaching and learning is inadequate. Children fail to make sufficient progress in their learning because teaching is poor. Practitioners are warm and caring, however they lack knowledge and understanding of the foundation stage

curriculum and how to use this effectively.

Children are settled and are beginning to form good relationships with each other, they are pleased to see one another when they enter the nursery. Children's motivation to learn is hindered due to lack of stimulation as there are insufficient activities and resources available to keep them sufficiently occupied.

Practitioners have low expectations of children. Poor planning and lack of stimulation, particularly for the older and more able children contributes to their lack of interest and motivation to learn. There are a good range of resources within the setting, however these are not used effectively; this hinders children's learning in all areas of the curriculum.

Children's existing skills are not further developed as practitioners do not monitor children's progress appropriately. There are no systems in place to provide appropriate activities tailored to children's individual needs. Consequently, children are not challenged or moved on effectively to their next stage in their learning.

Children's early reading and writing skills are not promoted effectively as they have limited opportunities to use pens and pencils. They do not write for purpose through play for example, writing shopping lists. Children are learning that print carries meaning as they listen to stories. However, practitioners sometimes miss opportunities to extend children's enjoyment of books as they do not fully engage all of the children at story time.

Activities to promote children's mathematical development are insufficient. Older and more able children have very few opportunities to develop their mathematical ideas or calculating skills for example, counting cups at snack time. Their understanding of learning about shape, space and measure is limited as they have infrequent opportunities to use resources such as sand and water.

Children are developing an awareness of the concept of time through daily routines, such as meal and sleep times. There are a lack of opportunities to explore and investigate. Children are not supported by practitioners when building models and lose interest very quickly when building. Lack of planning and children's limited access to resources hinders children's knowledge and understanding of the world. Limited use is made of the local community as a learning resource as children do not go out on visits, and they have limited use of the garden.

Children are beginning to enjoy expressing their imagination and ideas through role play as they play shopping. However, children's interest is not sustained due to the lack of support from practitioners and limited access to a varied range of resources. Children's creative development is not promoted well as children have infrequent use of media such as paint. They have too few opportunities to access small tools independently such as, using scissors and glue sticks.

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

The provision is satisfactory.

Children from a variety of cultural backgrounds are warmly welcomed in the nursery. Practitioners are beginning to ensure that resources positively represent the children who attend. Children's awareness of the local community and the wider world is not fully exploited as there are no planned themes and topics. This limits children's understanding and respect of valuing differences and developing a positive attitude towards others.

There are appropriate systems in place to support children with special needs. However, systems to support children whose first language is not English are not developed sufficiently. Therefore, children and families are not always given or receive support and appropriate reassurance as they need during the settling in period.

Practitioners are caring towards the children and talk to them with warmth. Children respond well to their polite attitude and behave well. Children take turns and show concern for others. This kind approach fosters children's spiritual, moral, social and cultural development.

Staff value and respect children as individuals and work closely with parents to ensure their individual needs are met. Younger children particularly benefit from this as home routines are followed. Daily reports are completed for all the children, this gives information about children's eating and sleeping patterns as well as brief information about activities they have participated in and their general welfare. However, the partnership with parents is inadequate. There are no plans or clear systems in place to promote the nursery education programme. Children's achievements and attainments are not monitored effectively. Consequently, parents are not sufficiently involved in their children's learning.

## **Organisation**

The organisation is inadequate.

Children develop a secure sense of belonging because the practitioners have a warm, caring attitude towards the children. They ensure they work closely with parents to make certain that they have a good knowledge of children's individual needs. Although practitioners establish friendly relationships with children, they are not fully aware of how to support their individual learning. The setting does not meet the needs of the range of children for whom it provides.

Leadership and management is inadequate. The nursery education programme is insufficient and has a poor affect on children's learning. Planning of activities is insufficient; staff have no clear direction or guidance as to what to provide. This particularly affects older and more able children, they are not stimulated adequately and their progress in learning is hindered.

There are not appropriate systems in place to ensure practitioners working with children have a sufficient knowledge of the curriculum guidance. The manager informally supports practitioners, however systems to monitor and evaluate teaching, daily activities and staffs training needs is ineffective. Planning and procedures have not been developed to ensure all aspects of the curriculum are covered. No clear

systems are in place to assess children's individual progress or to plan the activities provided and to evaluate their effectiveness. As a result, this limits children's progress in all areas of learning.

The operational plan has weaknesses which affects children's safety. The registration system is inadequate, the children's register does not detail hours of attendance. There are no records of staff's attendance. Required staff:child ratios are not always met, hence children's safety is potentially put at risk. Recruitment and vetting procedures are not sufficiently secure to ensure children are well protected. Not all the relevant checks have been undertaken as the manager has failed to notify Ofsted of new staff members.

Management and practitioners fail to communicate sufficiently, for example through regular staff meetings, to ensure planning is in place. The quality of children's learning and teaching is not monitored effectively so areas for improvement are not identified or addressed. Management systems are not effective and there is lack of clear direction consequently, the setting fails to promote high standards which impacts on the care children receive and on the progress they make.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

There are no complaints to report.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are inadequate - notice of action to improve.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- notify Ofsted of significant events, in this instance; details of new staff

- make sure there is a system for registering children and staff attendance on a daily basis showing hours of attendance
- make sure that correct staff : child ratios are maintained at all times

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- increase practitioners knowledge and understanding of the Curriculum Guidance for the foundation stage to improve the quality of teaching and children's learning
- introduce a rigorous system to monitor the quality of teaching so that areas for improvement are identified and quickly addressed

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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