

Brook Day Nursery

Inspection report for early years provision

Unique reference number 509601
Inspection date 16/12/2008
Inspector Justine George

Setting address 87 Antelope Road, Woolwich, London, SE18 5QG

Telephone number 020 8855 3716
Email greenwich@earlyyearschildcare.co.uk
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

The Brook Day Nursery, also known as Early Years Childcare has been registered in its present location since August 1998. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The Nursery operates from a detached building consisting of five groups rooms. One room cares for babies aged from six weeks to 12 months, a second room cares for children aged from 12 months to two years and there are three family rooms for children aged two to five years. There are also office facilities, a kitchen, toilets and an enclosed outdoor play area.

The setting cares for up to 51 children at anyone time, 21 of whom can be under two years. There are currently 67 children on roll who attend various sessions throughout the week. The nursery supports children with learning difficulties and/or disabilities and children who have English as a additional language. There are no concerns with regards to accessibility as the nursery operates on one level.

The nursery operates Monday to Friday from 07:30 to 18:00 all year round, except for public holidays. There are 25 staff employed including domestic, bank, full and part-time staff. Most staff hold relevant childcare qualifications and staff training is ongoing.

Overall effectiveness of the early years provision

Children are secure and happy at the setting where they separate positively from their parents/carers, are eager to explore the environment and take part in well planned activities. As a result, children are stimulated and make good progress in their learning and development. Staff are knowledgeable and obtain good information about children's individual routines and physical needs which are regularly updated to ensure care is consistent with family life. This results in an environment which is inclusive as the needs and welfare of children are effectively met. Staff are dedicated in their approach to maintain continuous improvement as they take part in regular training programmes to ensure their knowledge reflects current practice which has a positive impact as it promotes good outcomes for children.

What steps need to be taken to improve provision further?

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

- consider revising the group times within the routine of the day to maximise the opportunities for children to explore the range of activities on offer
- further improve children's sense of belonging by developing the range of resources to promote diversity

The leadership and management of the early years provision

The successful leadership and management of the setting ensures the safety and welfare of children. This is because there are informative policies which staff can refer to in the event of any concerns or practice matters and the consistent practice demonstrated by staff. Good systems are in place to protect children from vulnerable situations as robust recruitment and vetting procedures are in place. The setting is safe and secure preventing children from leaving unsupervised and minimising the risk of accidents. This is achieved through regular and effective risk assessments which highlight and eliminate any possible hazards.

There are good self-evaluation systems in place to ensure the efficient and smooth running of the nursery, which parents and staff contribute to by sharing verbal and written information. The setting works in partnership with the local authority early years team and the nursery's quality and development team which has a positive impact on the overall effectiveness of the setting. For example, staff access training to develop their knowledge and understanding of the EYFS framework and respond to constructive feedback to ensure continuous improvement is made.

Staff are committed to working in partnership with parents which benefits children exceptionally well. Parents receive good information about the nursery's responsibilities in caring for children through the sharing of policies and procedures. Parents are aware of the complaints procedure; feel welcomed and are confident that their children are well cared for. Excellent information is sought from parents when children first start at the setting, resulting in care that is consistent with family life and an environment which truly meets the needs of the children. Information is shared on a daily basis with parents about their children's physical and health needs. Such information has been further extended to include the activities and learning aims children have explored. As a result, parents have the opportunity to see what their child is achieving through the well planned activities on offer. There are also several parents' events throughout the year including a formal time to discuss children's progress in more detail. Parents also have access to observations made on children and developmental records which they are encouraged to contribute towards.

The quality and standards of the early years provision

In the main, children's sense of belonging is well fostered in the nursery as staff have good knowledge of their backgrounds, needs, interests and stages of development. However, the range of resources such as play provision, books or posters are too few to reflect the diverse ethnic backgrounds of children and families attending the setting. The settling in routine ensures that children familiarise themselves with the new environment safe in the knowledge that parents are close by. For children who find this difficult suggestions are made, for example, for a mother to bring in an item of her clothing so that a young baby can smell her aroma and feel supported. Children wear slippers, know where their personal belongings are kept and are confident in the setting helping themselves to drinks and take themselves to the toilet when required.

Children's health is well fostered. They access clean facilities and staff ensure regular cleaning routines are implemented to maintain good standards. Children enjoy healthy and nutritious meals and snacks and all staff are well informed of children's dietary needs. Children are supported in learning about healthy lifestyles as they have daily opportunities for outdoor play ensuring they have fresh air and exercise. A particular strength of the setting is the 'no such thing as unsuitable weather, only unsuitable clothing' policy. As a result, children experience all weather conditions where their health is well fostered and they experience many learning opportunities, exploring the changes in seasons. Children are supported in learning how to keep themselves safe as staff give good explanations to develop their understanding, for example 'sit on the chair properly to keep yourself safe', and practising fire drills.

Children are well behaved as they are stimulated and staff are clear of their role in supporting children's learning and development. The focus for very young children is based on their emotional development, helping them to develop positive relationships outside the family home, as well as developing their large motor skills of rolling, crawling and walking. Staff also provide experiences for children to learn through their senses helping them to understand the world around them. Older children are supported in developing positive friendships whereby they develop respect for each other through sharing, taking turns and developing awareness of each other's personal space. Children's language and literacy is positively encouraged as staff are very enthusiastic about the use of 'story sacks' whereby children explore books with the use of visual aids such as puppets and real objects. Staff plan these sessions well to encourage learning, for example, children show excellent concentration and enjoy the story of 'Dear zoo'. After the story is read, children recall the animals and the reasons why a zoo animal is unsuitable for a pet. Children are encouraged to think about opposites and use good vocabulary which is praised by staff. After the activity, children have the opportunity to draw an animal of their choice which they discuss with staff.

Children show a strong impulse towards exploration and learning which is well supported by most adults throughout the day. However, at times some staff are busy with other tasks and do not help children who are struggling for quite some time to try to get computer programmes started. Furthermore, children often come together as a group throughout the day for snacks, session planning and story times, and as a result such routines impact on children, limiting their time to further explore the good range of adult and child initiated experiences. The quality of planning, evaluation and observation is very effective in identifying children's needs and where they are at in relation to the early learning goals. As a result, staff plan experiences that enable all children to receive an enjoyable and challenging programme of learning, so that children are able to make good progress.

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?	2

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?	2
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.