

# Raynes Park Day Nursery

Inspection report for early years provision

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**Unique reference number** EY319438  
**Inspection date** 26/10/2009  
**Inspector** Patricia Ann Edward

**Setting address** David Lloyd Leisure Club Bushey Road, Raynes Park,  
London, SW20 8TE

**Telephone number** 0208 543 9005

**Email**

**Type of setting** Childcare on non-domestic premises

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## 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 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.

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## Description of the setting

Raynes Park Day Nursery is run by Asquith court and has been registered with Ofsted since 2006. It consists of four play rooms and staff, laundry and toilet facilities. It is situated in a self contained unit in the David Lloyd Leisure Centre in Raynes Park. Children have escorted access to a secure, fully enclosed outdoor play area.

A maximum of 47 children may attend the nursery at any one time. The nursery is open from 07:45 am to 06:00 pm each weekday for 51 weeks of the year. There are currently 55 children attending who are within the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 18 members of staff. Over half of the staff, including the manager, hold an appropriate early years qualification. Five members of staff are currently on a training programme. Three members of staff hold a current first aid certificate.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff demonstrate a warm, caring and friendly nature and this is conducive to welcoming all children and their parents. The manager and staff provide effectively for children within the Early Years Foundation Stage (EYFS). Children are safe and happy and make steady progress in their learning and development. The provider works closely with parents and carers, significantly enhancing children's experience at the setting. Staff are fully committed to working with children with special educational needs and/or disabilities and are developing close working relationships with external agencies, helping to ensure children's individual needs are well met. Self-evaluation is used very effectively to continue to improve the setting.

## What steps need to be taken to improve provision further?

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

- develop activities and opportunities to help children to begin to know about their own and other people's cultures and beliefs
- develop the assessment procedures to clearly show progression and ensure that identified next steps are seen to inform the planning for individual children across the six areas of learning
- further develop the systems in place for parents to review children's progress and contribute to their learning and development record
- ensure risk assessments are completed for all outdoor activities.

## **The effectiveness of leadership and management of the early years provision**

Staff ensure children's safety by being well informed about possible indicators of abuse or neglect and procedures they should follow if they have a concern about a child in their care. They also practise the evacuation procedure regularly, so children can learn to keep themselves safe. A full risk assessment of the premises, both inside and out, generally ensures children's safety, with staff making daily assessments of their rooms. However, risk assessments are not currently in place for supervised activities on the health centre grounds.

Security of the nursery is good, with staff only allowing those who are named on the contract or those with a secret password to collect children. The setting runs smoothly due to the strong leadership and management, and the policies and procedures in place; these are implemented by all staff. This ensures children are safeguarded, included and their needs met. Stringent recruitment, induction procedures and a commitment to ongoing training ensure that children are cared for by dedicated and experienced staff. This is further reinforced by the effective key person system in place, and as a result, children's individual needs are further reinforced.

Staff embrace the EYFS documentation and its requirements. Parents within the baby room receive both verbal and written daily updates of their children's welfare and learning. Staff value and respect parents' contributions and encourage their input into such recording documents as daily diaries. Currently, no systems are in place to ensure parents in other rooms be more involved in their child's learning. Opportunities for parents to fully provide information about their child's starting points at the beginning of placement is not encouraged. They are also not informed of their next steps in learning across the six areas of learning to fully promote consistency in learning and partnership with parents.

Notice boards in the group rooms and hallway provide useful information for parents about staff roles, and both current and future plans. Parents appreciate the welcoming atmosphere and the approachability of the staff. They feel confident that their contributions to their children's learning are valued, they know about the key worker system and value the relationship that builds up between them and the staff. The needs and interests of children are met in this inclusive setting where children and adults are fully respected. Staff organise the outdoor area well to ensure children have daily access to a secure outdoor area daily. The quality of the activities of provision outdoors is effective. There are interesting activities that offer learning across all the areas of learning. As a result, children engage well and develop their skills.

The management team are reflective practitioners, who use ongoing self-evaluation, information provided from parents, and support visits from the local authority's early years advisors to highlight the group's strengths and weaknesses. They are starting to put measures in place, to support the improvement in the quality of the welfare and learning and development offered to the children.

## **The quality and standards of the early years provision and outcomes for children**

Children's understanding of the natural world is beautifully enhanced by the mini-beast digging area, whereby, they gently investigate what lives in the soil. Children experience numerous sensory and heuristic play opportunities. They thrive on the one to one interaction they receive as they explore the containers full of natural, sensory objects, such as those made of metal, textured materials, and wood. Young children explore texture with awe as they access cooked pasta, paint and glitter. Children can use their imaginations as they play with the animals and in the well resourced home corner. Good procedures to support children with additional needs are in place and this ensures they are fully integrated into the provision.

Meal times are a social occasion where children and staff talk to one another about their day. Older and more able children are encouraged to dish out their own meals and are learning about quantities. All children have free access to drinking water to promote healthy habits for the future. They are encouraged to clean their teeth after lunch, promoting dental hygiene. They also enjoy using the outdoor area to develop their physical skill by accessing the climbing frame, slide and wheeled toys.

Children enjoy participating in a good balance of adult-led and child-initiated activities. They access the activities and resources with ease, moving freely between one area and another. Staff follow children's interests and provide opportunities accordingly, resulting in them being occupied and interested in their play. For example, on showing an interest in fireworks, staff extended this topic to include activities based on colours and the sound of fireworks. Children are able to develop their communication, language and literacy skills well. For example, staff are attentive and respond to the babbles and noises babies make and support them by repeating sounds and gestures. Children are supported by staff in counting as they count the numbers of sides certain shapes have. Puzzles and construction provide opportunities for problem-solving.

Children enjoy mark making by painting and drawing their own pictures. They listen to stories attentively and some access the book area independently and in small groups. Children show an interest in playing imaginatively and are supported well by staff who participate fully in role play. For example, children, when accessing treasure baskets, use keys and pretend they are keys to their car. Children's knowledge of information and communication technology is reinforced by them having access to programmable toys, and they have some planned opportunities to use the computer. However, children's knowledge about their own culture and beliefs and those of others is less well developed as there are too few opportunities to encourage this. They access musical chimes set out on the garden fence, made out of kitchen utensils, to develop their creativity.

Children are provided with good opportunities to help them to make progress across all areas of learning and development. The planning is flexible and relates to their interests and provides some fun experiences. However, it does not effectively consider children's individual next steps across all areas. Children's

records show their individual journeys across the six areas of learning. Although this is the case, observations do not sufficiently inform planning, to clearly identify what children should know and be able to do by the end of an activity or activities.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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