

Upminster Day Nursery

Inspection report for early years provision

Unique Reference Number	EY269379
Inspection date	30 August 2007
Inspector	Caroline Preston
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Registered person	Salma Khodabaksh
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Upminster Day Nursery is a privately owned nursery. It opened in 1987 and operates from a converted house in Hornchurch. It is situated in the London borough of Havering. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:30 for 52 weeks of the year and children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area. There are currently 43 children from three months to under five years on roll. Of these, 12 children receive funding for nursery education. The nursery employs 11 members staff. Of these, all hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the good daily routines put in place by staff to minimise any risks of cross infection. Staff clean tables before and after children have eaten, they wear disposable gloves when changing nappies, and they clean toys regularly. Children learn about good hygiene by

being encouraged to use appropriate hand soap to wash their hands and tissues to wipe their noses. Most staff are first aid trained therefore able to care for children in an emergency. All parents have given written permission for emergency medical treatment if needed, appropriate records are kept of administration of medication and records of accidents are completed.

Children have many opportunities to take part in outdoor physical play, they use the well maintained garden to climb, run, jump, fly butterflies they have made, and take part in group games. This helps to support their physical development. Children are offered healthy foods including; Shepard's pie, pasta, vegetables, meat pie, mashed potato, fruit, milk and water. Staff are aware of individual dietary needs, photos are kept in the kitchen so kitchen staff can see what children have different dietary needs, therefore ensure they are given the correct foods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The outdoor garden is well maintained, however high level broken fencing poses a small risk to children. The environment is warm and welcoming and staff welcome parents, exchanging relevant information about their child, so that staff have a clear understanding of the child's needs for that day. Both babies and older children have access to a good range of play resources that are clean and age and stage appropriate. These include programmable toys, soft toys, rattles, building blocks, books, dressing up clothes, outdoor climbing equipment, board games and creative play.

Clear daily risk assessments, procedures for recording names and times of adults and children who attend the nursery and regular fire drills. Staff supervision of children, safety gates at the top and bottom of the stairs and a locked front door support children's safety within the setting. Staff show a clear knowledge of types of child abuse, signs and symptoms and how to make a referral ensures children are protected from possible abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children show they are settled and stimulated in the setting. They play with soft toys, garage, cars and small rattles whilst staff talk and play with them. They sit in small groups whilst taking part in collage activity, sticking tissue paper, small coloured sticks and scattering glitter to create eye catching pictures. Staff praise and encourage babies, promoting confidence and independence, and promoting creative skills.

Nursery Education

The quality of teaching and learning is good. Children are effectively supported by staff who show a sound understanding of the Foundation Stage curriculum, however newly appointed staff are not as knowledgeable, and miss some opportunities to promote learning. An effective key worker system and the use of regular observations and assessments help to promote children's next steps. Staff speak to and question children, showing they know the child well and how to get the most from them. This works well because staff are clear of each child's ability and know what the six areas of learning are.

Children use the sand to measure and pour, learning about quantity and mathematical language, they take part and watch caterpillars develop into butterflies before setting them free outside.

They make paper butterflies which they fly in the garden, and listen to and look through books about butterflies promoting knowledge and understanding of the world and creative development. Children use the computer to play games that develop understanding of letters and sounds and show confidence controlling the mouse and following instructions. They learn to write their names, recognise print in books and trace over words. They listen to each other during circle time, discussing the season, weather, time and date, therefore learning about past and present. They build and construct using bricks and puzzles, they follow patterns in life cycles such as the life cycle of the caterpillar. They learn to care for animals by taking care of the nursery hamster.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. They show wonder when looking at how the caterpillars have developed into butterflies; they ask younger children at lunchtime to have their seat before they find another one and sit down. They behave well throughout the session, and understand right from wrong. They happily engage in conversation with each other and staff throughout the day. They have access to play resources that promote diversity and celebrate festivals throughout the year.

Good systems are in place to support children with learning difficulties and staff are trained and aware of addressing any specific needs positively and in partnership with parents and other agencies. Children are well mannered say please and thank you, listen and don't shout. Partnership with parents is effective as staff have developed friendly professional relationships, they exchange relevant information about their child, and informative information about the setting is available for parents to read.

The partnership with parents who receive nursery education is good. Parents are invited once a year to parents meetings to discuss their child's progress, they can also speak to staff at any time if they wish. They receive well written information about the Foundation Stage curriculum within the parents information packs including policies and procedures.

Organisation

The organisation is good.

Good organisation of the care and education of the setting ensures children's needs are met. Effective systems for ensuring staff are suitable and the ongoing suitability of staff supports the safety of children. Routines both in the baby and older age group rooms encourage children's development, for example, they learn about caring for each other, hygiene and healthy eating.

All staff are qualified therefore children are cared for by trained staff, although new staff are not appropriately trained about the Foundation Stage curriculum. Staff supervise children well therefore children's well being is met. All required documentation regarding the care of children is in place, it is current, well organised and confidential.

Leadership and management of nursery education is good, the management team are aware of their roles and responsibilities, staff are supervised and observed to monitor how they implement the curriculum. Management are part of the planning process and understand fully the six areas of learning. Therefore the delivery of the Foundation Stage curriculum is effective and follows the stepping stones. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to inform Ofsted of relevant staff changes, provide a range of activities that promote diversity, request permission from parents to seek emergency consent. Develop children's knowledge and understanding of the world and develop systems to progress children to their next steps in learning.

Ofsted are now informed of relevant staff changes, activities and play resources that promote diversity are in place and all consent for emergency medical treatment has been sought from parents. Planning shows children learn about knowledge and understanding of the world and clear systems record children's next steps in learning. This means the care and education offered to the children has improved, therefore children are kept safe and progress along the stepping stones.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 hazards to children on the premises are minimised in reference to broken fencing in the outdoor play area

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):

- improve staff's understanding of the Foundation Stage curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk