

Jancett Baby Unit

— Inspection report for early years provision

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Inspector Jane Lester

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Registered person Jancett Group Of Day Nurseries

Type of inspection Care

Type of care Full day care

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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 provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

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

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.

WHAT SORT OF SETTING IS IT?

Jancett Baby Unit is located next to Jancett Day Nursery in Wallington, Surrey. It is one of six provisions in the Jancett group. It opened originally in the early 1980's and was extended in 1992. It operates from a large detached house. A maximum of 36 children may attend at any one time. The setting is open each weekday from 07:30 to 18:00 for 51 weeks of the year. All children share access to a secure outdoor play area. The setting supports children with learning difficulties and/or disabilities and there is disabled access into the building. It also supports children who speak English as an additional language.

There are currently 39 children aged three months to two years on roll. The nursery is split into four group rooms, two rooms for children from three months to one year and two groups from one year to two years. The nursery employs 15 members of staff including a cook. Of these, 14 hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff take positive steps to promote the good health of children. Good hygiene practices throughout the nursery restrict risks of cross-contamination, for example, changing mats are consistently cleaned between uses and staff wear disposable aprons and gloves when changing nappies. In addition, all staff wear aprons and caps in the kitchen, and areas and resources used by children are clean and well maintained. Children begin to learn good personal hygiene as staff talk to them about the reasons they must have clean hands before eating.

Comprehensive information available for parents ensures children who are contagious do not attend the nursery, which reduces the risks of cross-infection. Staff are very alert to changes in children's moods so illnesses are identified early and children are offered good care whilst waiting to be collected. Medication and accident records are used effectively to ensure good continuity of care is offered. Children are encouraged to rest after lunch. Some children nap in the morning or afternoon in accordance with home routines which means that individual sleep requirements are met.

Food is freshly prepared on site and chopped or pureed in accordance with each child's weaning requirements. Staff are alert to individual children's needs and take positive steps to meet them. For example, staff liaise closely with the parents to determine whether the children need breakfast on arrival. Children are offered milk or water mid morning, depending on parents' wishes, however they are not offered a snack at this time. Although they are given an early lunch this means that some

children are hungry by then. Water is offered throughout the day to all children and beakers are stored out of reach to prevent cross-infection by children sharing drinks. However, not all beakers are left on show to enable the youngest babies to communicate thirst needs by pointing.

A range of regular physical activities are successful in developing children's physical skills. Children's fine motor skills are developed as they complete puzzles, turn the pages of books, post and stack toys and use crayons, chalks and paint brushes. Some babies demonstrate very good co-ordination and balance as they kick balls accurately to staff. Indoors they are provided with space and opportunities to practice crawling, rolling and toddling. In the play area outside, older children confidently climb and slide, kick and throw balls to each other and climb on and off the rockers.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Areas children have access to are clean, welcoming and in a good state of repair. Bright displays decorate communal areas and posters and mobiles are used to make play and nappy changing areas attractive for children. Displays of children's own work and family photographs foster a sense of belonging. Children are grouped according to age and developmental stages and rooms are organised well to enable them to explore their environment safely.

Sufficient equipment is available for children to eat together and a separate sleep room enables babies to rest undisturbed. Rotas ensure that toys and equipment are regularly cleaned and maintained in good condition. Ongoing risk assessments are used effectively to improve safety in the setting. Children are kept safe as staff closely supervise them and remove any hazards. Staff help children learn about safety as they gently remove them from playing by the electric sockets or air conditioning units and explain 'no we don't play near here.' Monthly fire drills ensure that children and adults are familiar with the procedure and can evacuate the premises quickly and safely.

Children are safeguarded as effective use is made of the entry system. The child protection policy is very detailed and parents are informed that the safety of children is paramount in the setting. Regular training sessions ensure that staff understand their responsibilities regarding child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children in all areas of the unit are cared for by staff who know them well. They are settled and happy because of the close and warm relationships they develop with the staff. They make good progress in their learning and development because most staff use their childcare experience and knowledge of individual children to provide

stimulating activities and play opportunities for them. However, some staff do not always make full use of available resources to support play opportunities. Planning is in line with the Birth to three matters framework. Regular observations detail individual children's developmental progress and one to one sessions with children offer opportunities for staff to address specific areas.

Children throughout the setting enjoy listening to stories. Staff skilfully use different tones of voice to capture their interest and children are keen to participate. Babies chuckle happily as staff talk to them and early attempts at talking are encouraged and warmly praised. Songs and ongoing conversations develop children's language skills. Very warm and enthusiastic interaction by all staff, who sit on the floor with the children to play, promotes children's well-being as they are acknowledged. Lots of eye contact and cuddles makes them feel special. Babies indicate their pleasure at seeing familiar staff as their faces light up in a smile.

Older children giggle as they sit in a cardboard box and watch staff throw paper pieces in the air. They play co-operatively with musical instruments and look for the correct pieces to fit in puzzles. They laugh and clap their hands as they join in with familiar songs and participate in the group drawing on a large piece of paper. Staff talk to them as they paint, and develop their knowledge of colours. However some creative activities are too adult-led and restrict opportunities for children to freely explore.

Babies select toys that interest them and take them to staff who enthusiastically teach them how to play with them by modelling. For example, babies manipulate a glove puppet onto their hand and wave it around as they imitate an earlier staff activity. The sensory room offers a stimulating environment for babies to explore. Here they crawl through tunnels and in and out of baskets. They initiate games of peek-a-boo and explore textures. They enjoy making different sounds as they shake rattles filled with a variety of substances and wave pieces of tin foil in the air. They giggle as they swirl low hanging mobiles and are focused as they sit looking through books or at their own reflections.

Children's experiences are enhanced by outings to the local library where they enjoy story time or sit by the fountain while they enjoy a snack and drink. They explore their local community as they visit local shops, police and fire stations.

Helping children make a positive contribution

The provision is good.

An effective settling in procedure ensures children settle well and their individual needs are met. Parents attend with their children for up to two weeks before their child is due to start, during which time staff and parents discuss care issues which enables consistent care to be offered. In addition, detailed registration forms completed with the manager supply all necessary consents to promote the welfare of the children.

Parents receive good information on a daily basis by means of a written daily care sheet and verbal communication. Furthermore, open mornings offer formal opportunities for parents to discuss their child's progress with staff. Brochures, newsletters and notices ensure parents are fully informed about the care offered. Parents supply family photographs and are welcomed into the setting which contributes to helping children feel secure and fosters their sense of belonging.

- Staff have a good knowledge of child development which means they are able to identify concerns. The setting integrates children with learning difficulties and/or disabilities by liaising closely with external agencies and following individual plans. Children are learning right from wrong through a consistent and calm approach adopted by all staff who set clear boundaries that are appropriate to their stage of development.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Most staff hold appropriate childcare qualifications and the setting is committed to their ongoing development. Staff work well as a team communicating effectively to meet the children's needs. Regular appraisals are used to identify training issues and deal with staff concerns. In addition, monthly room meetings enable the manager to ensure her staff are effectively delivering the Birth to three matters curriculum and meeting individual children's needs.

Most documents required to promote the welfare of children are well maintained. The manager keeps her own record of staff attendance to ensure ratios are met, however, the staff signing-in register has not been maintained as required as it does not accurately show the hours that staff attend. Comprehensive policies and procedures are regularly reviewed. All required paperwork is in place, including children's individual details and accident and medication logs. Certificates and planning documents, in addition to other useful information, are displayed to ensure parents are well informed about the provision.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure that all furniture provided at mealtimes and that nappy changing routines were in accordance with the children's individual needs. In addition, children were to be able to access the play equipment easily and have opportunity for free creative activities that were not adult led. The setting was asked to consult with Environmental Health prior to admitting extra babies, which the setting has done. As a result of their recommendations, the unit has decided not to take additional babies until it can meet the food preparation and nappy changing requirements. Mealtime furniture has been adapted effectively to meet the children's needs and, although the unit still has set nappy changing routines, children are changed according to their individual requirements. See-through boxes of toys on the floor and books on shelves enable children to access

some play equipment independently. The setting has introduced some child-led creative activities but this is not consistent throughout the unit so this recommendation has been raised again at this inspection.

Complaints about the childcare provision

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.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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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 beakers are left on show and children are offered a morning snack
- make full use of available resources to support play opportunities and ensure children can freely explore creative activities
- ensure system for registering staff is consistently and accurately used to record hours of attendance

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