



Jancett Day Nursery

Inspection report for early years provision

Unique Reference Number	139930
Inspection date	04 July 2005
Inspector	Denys Rasmussen
Setting Address	53 Ross Road, Wallington, Surrey, SM6 8QP
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Registered person	Jancett Group Of Day Nurseries
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?

Jancett Day Nursery is one of six nurseries run by Jancett group of nurseries. It opened over thirty years ago. The nursery operates from five nursery group rooms and is located in a residential area of Wallington. The nursery is open for 51 weeks of the year from 07:30 until 18:15 five days a week. A maximum of 70 children may attend the nursery at any one time. All children share access to a secure outdoor area.

There are currently 84 children aged from 18 months to under five years on roll. Of these, 37 three and four-year-olds receive funding for nursery education. There are systems in place to support children with special needs.

The nursery employs thirteen staff. Twelve staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children in the pre-school room learn the importance of good personal hygiene, they know when to wash their hands and brush their teeth. Good procedures such as cleaning the nappy changing mat with anti-bacterial spray between changes, help sustain satisfactory levels of hygiene and help prevent the spread of infection. Good written procedures are in place, however these are not consistently followed by all staff correctly to prevent the risk of cross-contamination, for example, using the same flannel for more than one child and not always encouraging children in the family rooms to wash their hands before meals.

Children benefit from the good food hygiene practises observed in the kitchen and from a healthy, nutritious diet. Children receive snacks such as fruit and vegetables to help them develop healthy eating practices. Special dietary requirements are complied with. This ensures children remain healthy. Staff receive specialist training to administer any invasive medication. This ensures children receive the correct dose in an appropriate manner.

Staff are following the 'Birth to Three Matters' framework in the family rooms and the children settle well. Children have good relationships with the staff, who interact in a gentle and supportive manner, encouraging children to feel happy to go to them for cuddles and reassurance. This develops healthy dependence to support their emotional well-being. They are able to rest and be active according to their needs. All the children benefit from the regular physical activity indoors and outdoors, that promotes their physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's risk of accidental injury is minimised, due to good safety precautions and effective risk assessments. Staff organise space and equipment to minimise potential hazards for children, this means the children move freely and safely around the nursery. Fire prevention is good and regular fire drills help children become familiar with the procedures, so they learn how to leave the premises quickly and safely.

Children learn the importance of behaving in a manner that does not endanger or hurt themselves or others, as a result of staff's skilful guidance. For example, staff

explain to children why they should not climb onto the furniture or push each other.

Children's welfare is protected. The manager ensures that procedures are up to date and that staff understand their responsibilities in relation to child protection issues. There are clear procedures for outings that ensures children's safety off site. Children are well supervised both indoors and out by a vigilant staff team, which ensures they are free to play safely.

Helping children achieve well and enjoy what they do

The provision is good.

Children receive lots of cuddles and have a strong bond with the staff that care for them, which increases their sense of well-being. They benefit from routines and equipment that meet their physical needs well, for example, regular meal breaks, regular access to a stimulating outdoor area and comfortable beds to rest on.

The staff working in the family rooms have started to make good use of the 'Birth to Three Matters' framework. They have a sound understanding of how young children learn and provide a varied programme which children enjoy participating in. The staff know the children well and adapt activities to the child's stage of development and understanding. They interact with the children in a positive manner and guide their play, for example, asking questions to make them think and praising them for their achievements.

The role play areas do not always make full use of available resources to extend children's play. However children play imaginatively, for example, they pretend to be animals, crawling around growling and laughing while they chase each other. Children act out their feelings by making up games, for example, they take turns being 'upset' while their friends giggle and cuddle them. Children cooperate well and engage in activities enthusiastically.

Nursery Education

The quality of teaching and learning is good. Most children are keen to learn and quickly settle to become involved in activities. Children eagerly initiate conversations about their families and friends, for example, discussion about a baby brother and their friend who is visiting 'big school'. They enjoy listening to stories and join in enthusiastically. They confidently experiment with writing and some children can write their own names.

Children engage in practical counting activities throughout every day routines and some children can count up to twenty. Children recognise and name shapes and use size and positional language in daily activities. The organisation of the room, routine and resources does not always encourage independence, however children make some choices about their activities and take responsibility for their personal care. Children develop a lively interest in the world around them. They look at mini beasts and learn about the life cycle of frogs and butterflies. Most children are adept at moving in a variety of ways and develop very good body control.

The good use of the garden and indoor music and movement sessions promotes children's physical development. Children experiment with colour and texture and staff make good use of music to stimulate children's imagination. The role play area does not always provide sufficient stimulus for children to extend their play.

Staff use their sound knowledge of the Foundation Stage to plan and provide a broad range of activities. A good balance between adult and child led activities, enables children to achieve well in all areas of learning. The assessment systems are effective. They identify children's starting points and their next steps for learning, ensuring children make steady progress.

Helping children make a positive contribution

The provision is good.

Children benefit from the positive partnership staff have developed with parents. This ensures children settle well and their individual needs are met. They experience consistent care due to effective communication systems between parents and staff, such as daily information records. Children build good relationships with staff and are happy and secure in their environment. Children with special needs are well supported because staff work closely with parents and outside professionals.

Children show a sense of belonging when they share their experiences about their family, friends and nursery pets. Children are introduced to a variety of cultural traditions which helps to develop a positive attitude and respect for others. However resources that reflect positive images of culture, ethnicity and disability are limited. Children's self-esteem is fostered when staff praise them and recognise their achievements, such as when they tidy up or complete a task. Children are generally well behaved and work harmoniously with each other in response to the realistic boundaries and expectations of staff. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery funding is good. Staff regularly share information about their child's progress through parent evenings, daily diaries and by sending children's work home. Parents are encouraged to be involved in their children's learning, for example, extending topic work which helps children make progress.

Organisation

The organisation is good.

Children are cared for by suitably qualified staff who have been appropriately vetted, due to effective recruitment procedures. Induction training, policies and procedures work well in practise, ensuring the efficient and safe management of the nursery. Staff have a good knowledge and understanding of child development, which enables them to meet children's individual needs well.

Leadership and management of the nursery education is good. There is a strong

commitment to develop the provision and effective systems in place to monitor and evaluate teaching. This ensures that improvements are made and any potential weaknesses are identified at an early stage. Staff have a sound awareness of the Curriculum Guidance for the Foundation stage and how to apply this in practise to support children's development.

Parents are kept up to date about their child's progress through regular meetings with staff and daily record sheets. The range and quality of activities provided for children ensure they make steady progress. This means that, overall, the needs of all children who attend are met.

Improvements since the last inspection

The last Nursery Education inspection recommended that more opportunities were provided for children to link sounds to letters and to experiment with a variety of musical instruments. Children are now learning to confidently link sounds to letters through the introduction of a reading scheme, that encourages them to name and sound out letters of the alphabet. The use of musical instruments in planned sessions, such as circle time and as part of PE sessions ensures that children have increased opportunities to experiment with music.

The last Children Act inspection recommended that the nursery should build on resources that promote equality and anti- discriminatory practise, to encourage children to self select their own resources, and to improve the safety of the fluorescent lights. All children are able to access all the equipment made available to them, there is no gender stereotyping of equipment ensuring the children happily express themselves. However the resources that reflect positive images of race, ethnicity and disability have not been developed sufficiently. The lights have been fitted with diffusers ensuring they are now safe.

Complaints since the last inspection

Since April 2004 there have been two complaints relating to National Standard 2, Organisation. This was regarding insufficient staff ratios. An Ofsted inspector made an unannounced visit on the 25/05/2004. The provider was asked to provide details of staff attendance for specific dates. No evidence was found that the National Standards had been breached. A further unannounced visit was made on 24/08/2004. The provider was asked to send records of the children's attendance for the 12/07/2004 and 19/07/2004 as these were not available on the nursery premises. As a result the provider introduced a more effective system to record children's arrival and departure times. No evidence was found that the National Standards had been breached. The provider remains qualified for registration.

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The quality and standards of the nursery education are good.

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 all staff understand and comply with the nursery hygiene policies.
- increase resources that reflect positive images of culture, ethnicity and disability.
- improve the variety of resources available to children to extend their opportunities for role and imaginary play.

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):

- plan and provide more opportunities for children to develop their independence by involving them in nursery routines and increasing their access to resources.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk