

Greygates Day Nursery

Inspection report for early years provision

Unique Reference Number	140418
Inspection date	19 April 2007
Inspector	Daphne Prescott
Setting Address	182 Muswell Hill Road, Muswell Hill, London, N10 3NG
Telephone number	020 8883 5640
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Registered person	Greygates Day Nursery Ltd
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?

Greygates Day Nursery is privately owned. It opened in 1954 and operates from six rooms in a converted house in Muswell Hill in the London borough of Haringey.

A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 08:10 to 17:45 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged under five years on roll. Of these 17 children receive funding for nursery education. Children come from the local community. The nursery supports a number of children who speak English as an additional language.

The nursery employs 15 staff, of these 13 staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as the premises are maintained to a good standard of cleanliness. Staff follow good procedures to prevent the spread of infection to protect children. For example, staff wear disposable gloves when changing nappies, and the changing mat is cleaned after each use. Children learn the importance of good personal hygiene through daily routines. For example, they know to wash their hands after using the toilet and before eating. They understand not to eat food after it has been dropped on the floor because of germs. Children are protected from unnecessary illness, as parents are clearly informed of illnesses within the nursery. Some staff have relevant first aid qualifications. Procedures are in place for recording accidents and administering of medication for maintaining children's good health. Parents are informed of any accidents. However, not all the appropriate information is recorded and some parents have not been asked to sign the entries in the accident book for the wellbeing of children.

A cook, on the premises, prepares fresh food for the children. They benefit from a healthy and nutritious diet, where their individual dietary needs are taken into account as these are discussed with parents. For example, at lunch time children enjoy chicken, rice and noodles at tea time they are offered sandwiches, chopped fresh vegetables and fruit. Children and staff sit in small groups for meal times, creating a relaxed and social atmosphere in which social skills and good manners are promoted. Children are encouraged to enjoy the foods and chat with their friends. They are able to feed themselves with suitable utensils and staff give good support and encouragement thus promoting children's independence. Older children enjoy the independence of being able to choose when they have their drink as drinking water is available in the room. Younger children and babies are regularly offered drinks to ensure none remain thirsty.

Children enjoy a good range of energetic physical exercise and fresh air that helps to contribute to a healthy lifestyle. Children have plenty of exercise and are developing good physical skills. Older children are confident in the use of the play equipment and are learning specific techniques. For example, they have good co-ordination as they confidently ride their bicycles. Some older children show great skill as they are able to swing themselves on the swings. In addition, children thoroughly enjoy frequent musical movement sessions, where they have an exciting time listening and dancing to music. There are many opportunities for children to develop their hand-eye coordination as children learn to cut with scissors and chop up fruits to make a fruit salad. They use pencils, glue sticks and paint brushes with good control.

Staff follow the Birth to three matters framework to promote younger children's health and their understanding of the importance of being healthy. For example, babies have the opportunity to develop control over their bodies; they are learning how to crawl and younger children are learning how to climb the small climbing frame in the garden with great fun and excitement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed enthusiastically by staff as they arrive at the nursery. They are cared for in a safe, happy and secure environment. Good use of the available space is made, enabling children to move around safely and with confidence. Low level and open shelving allows children

to independently access their chosen activity. Children use a good range of developmentally appropriate resources, which enhance their play and learning. Resources used are well maintained, clean and safe. Babies are able to sleep and eat in comfort and safety as appropriate furniture and equipment is available. Toys and activities are set up, inviting and enticing babies and younger children to play. For example, babies crawl around enthused by the toys that are displayed on the floor and touch the sensory equipment displayed on the wall. They eagerly play with the good range of activities and toys offered.

The staff help keep the children in the nursery safe, because they are very vigilant in closely supervising the children and their activities. Staff ensure that the nursery is well secured and that anyone wishing to gain entry is suitably identified before gaining access. All visitors must sign the visitors log book. Children are effectively supervised as correct ratios are maintained and staff are effectively deployed for children's safety. Priority is also given to fire safety. For example, there are well-signed fire exits and fire fighting equipment in place. There is also an emergency escape plan which has been practiced with the children for their safety and wellbeing. Children are learning about keeping themselves safe and are encouraged to play an active role in their own safety. For example, older children are aware that they need to tell an adult when they leave the room to go to the toilet. In the garden they are aware that they need to stand at the wall to wait their turn on the swing, which helps to ensure their safety whilst other children are swinging on the swings. Risk assessments are completed on all areas used by the children within the nursery to further enhance their safety. An outing's policy is in place. The manager and staff are fully aware of the procedures to follow on outings to help keep children safe. However, written risk assessments have not been completed for outings, which would further promote children's safety.

Children's wellbeing is also well protected because staff have a clear understanding of their role in relation to child protection issues. They know the indicators of abuse and the procedure to be followed for reporting concerns. The manager ensures that procedures are up-to-date and that staff understand their responsibilities and attend regular training.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very well and are at ease in the company of the staff. They are eager to attend and relish their time in the nursery which puts children first. Staff give all of their attention to the children to ensure that they are happy and fully engaged in the activities provided. Warm relationships are evident between staff and children; interaction is of a good standard. For example, babies enjoy the warmth and gentle handling of staff and are encouraged by the enthusiasm staff show when they see babies achieve new skills. This interaction, and the implementation of a successful key worker system, helps to secure relationships between children and staff. Staff recognise the value of play in a child's development and introduce a good range of experiences. Children have fun, as they play enthusiastically with a varied range of good quality toys and resources that offer challenge. Younger children and babies benefit from the staff's knowledge of the Birth to three matters framework. Planning of activities effectively supports younger children's development and learning.

Younger children and babies are becoming competent learners, and have great fun playing with natural materials, such as play dough and treasure baskets. They are developing their imagination as they engage in role-play activities. For example, they have a great time as they pretend to walk their baby in the buggy around the different areas in the garden. Babies are beginning to develop their senses as they bang the pots and pans displayed on the wall with

a wooden spoon. They smile and giggle as they begin to listen to the different sounds being made. They are beginning to develop their communication skills as they attract the attention of staff who respond very enthusiastically to their sounds and gestures. Babies and younger children have a great time playing in the water; they splash the water with their hands and scream with excitement when the water is poured over their bodies. Staff are at hand offering running commentaries on what they are discovering to embed what they are learning and encourage further experimentation. Younger children are becoming skilful communicators as they learn new vocabulary and use descriptive languages to express their feelings. They laugh and have fun as they energetically join in action songs and enjoy singing with their friends. They enjoy story times and looking at books, as they listen attentively and with enjoyment to the stories being read.

Nursery Education

The quality of the teaching and learning is good. Children are progressing well because of the staff's knowledge of how children learn through play. Staff are enthusiastic and they plan a well balanced curriculum which is linked to the stepping stones of the early learning goals. Children are observed by staff during activities and this is recorded and used for the future planning of children's learning. However, staff do not always record the next steps in children's learning. This would enable staff to gain more knowledge about how individual children learn and make progress through the stepping stones of each area of learning. Staff maintain a record of the children's progress through individual books and these are shared with parents. Children are able to think for themselves as staff use effective questioning techniques to help children extend their learning. Staff listen intently to the children and respond appropriately, helping children to feel good about their knowledge and discussions.

Children demonstrate good social and emotional development by their happiness and their engagement in the activities. They have a good understanding of the boundaries and behavioural expectations of the nursery and share and take turns well. They are very confident, enthusiastic and persist at planned activities or in small group situations for extended periods of time. Children's attitude to learning is positive as they have opportunities to select what they wish to do. They concentrate well and are curious to explore different activities such as making play dough or finding insects in the garden.

They are confident and enthusiastic about communicating with staff and each other. Children chat to each other about their play and introduce new story lines. For example, they show great delight and excitement as they role-play driving a coach. Children are good at deciding their roles and sharing ideas and are very enthusiastic in being the driver and fastening up their seat belts as they all decide to drive to the funfair. They have good opportunities to practise their early writing skills. Children are able to recognise letters of the alphabet. They respond with interest at story times and are interested in looking at books independently; they handle books competently and are aware that print and pictures carry meaning. Children's interest in early reading is also supported by the use of books to promote themes and the good labelling around the play rooms.

Children are confident in the use of numbers and are able to count to 10 and beyond, they recognise numerals, shapes, are able to weigh and measure. Staff use everyday situations to help children learn mathematical language. Children delight in talking about the cups of flour and salt needed to make play dough. Staff encourage children to use words such as half full and full when adding the ingredients to make the dough. Children are exploring different

textures as they mix the flour and salt together. They talk about the mixture being sticky and adding more flour to make the mixture less sticky.

Through themed activities, they are developing a good awareness and understanding of their own and other cultures as they learn about different cultural festivals. They also have good opportunities to learn about their local and wider community as they visit different places. For example, they go to the pet shop to buy fish and they also buy at the local shops fresh fruit to make a fruit salad. They go on exciting outings to such places as the seaside, farm and Lego Land. Children have great opportunities to observe, investigate and explore living things. They are learning to care for animals from first hand experiences. For example, they enjoy watching chicks hatch from eggs in the nursery. Children go on bug hunts in the garden for insects. They chat about the tiny caterpillar that they find and discuss placing the caterpillar back on the leaf so that it would not come to any harm. They discuss the different colours on the wings of butterflies and read the story about the hungry caterpillar with great interest, helping to extend their learning further.

Children build and design with a variety of construction sets. They have opportunities to develop their skills with technology and use programmable toys. Children have good opportunities to develop their imagination. They have access to a home corner area and additional role-play area is set up throughout the year with varied topics. For example, veterinary is set up to help children learn about caring for pets. Children express their ideas freely through a good range of activities such as painting, collage and movement. Children have a lovely time as they sing and dance to different records being played. They competently follow the actions given and sing with great enjoyment. They can sing songs from memory as during the day they are still singing the song that they have learnt with a great sense of achievement.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff that have an good understanding of children's individual needs. Staff value and respect the children as individuals such as sleep time when babies need it and not when routine dictates. Children's individual needs are recorded and respected by all staff, meaning their welfare is promoted. Staff work very closely with parents, to meet the needs of all children.

Children with English as an additional language are supported within the nursery. They settle well because staff ensure that they find out some basic words in the child's first language, provide resources such as cards with simple pictures to help children to begin to communicate their needs. Children are learning about the world in which they live as they have access to activities and resources that promote positive images of different cultures and differing abilities. They learn about festivals and traditions celebrated in the local and wider community as they acknowledge different festivals and celebrate International day together. Children with learning difficulties or disabilities are welcome into the nursery as the provider and manager have a positive attitude towards this area of childcare. There is a special educational needs co-ordinator to support the needs of children and to act in the best interests of each child.

Children are engaged in meaningful play, their behaviour is good. They are learning to distinguish between right and wrong, through example and positive encouragement by staff. Children receive appropriate praise and encouragement, to enhance their self esteem and confidence. They are kind and considerate to each other and really enjoy playing together. The emphasis on respect for others helps to create a harmonious atmosphere, where children can feel

confident, secure and happy. Children are caring towards one another and recognise that they each have different needs. Therefore children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers in relation to nursery education is good. They are provided with information which explains the care and education that is provided for their children. For example, information is displayed about the Foundation Stage and how it is promoted. Children's individual progress and achievements are discussed and shared through regular reviews with parents. For example, staff prepare books showing the activities that children take part in and what children have achieved.

Children benefit from the friendly interaction between staff and parents. Detailed information about the nursery and the service it provides is available for parents, this includes regular newsletters and they are informed of the nursery's policies and procedures. Parents of the younger children and babies receive good information about their children's progress both on a daily basis and at parents' meetings. Staff prepare books showing photographs of activities that children take part in and how it relates to Birth to three matters.

Parents spoken to on the day of the inspection are very happy with the care, education and the progress their children are making. They are overjoyed about the care that is offered to their children. They say that the nursery is excellent, and it is home from home for their children. The staff are very good, helpful and keen to learn about each child. The provider and manager know the children very well and are always seen working with the staff and playing with the children.

Organisation

The organisation is good.

Leadership and management for nursery education is good. The nursery is run by experienced and very highly motivated provider and manager. They work very well together and are clear on their role and responsibilities. The provider and manager are committed to providing good quality care and education for children; these aims are clearly understood by staff. They are also committed to the improvement and development of staff; they are encouraged to update their knowledge by attending training. Continuous improvements are made to the nursery, and there are clear systems in place to monitor and evaluate the effectiveness of change. This is reflected in good practice which results in the children being very happy and contented in the nursery.

The nursery is well organised and good communications mean that routines and practices flow smoothly. Regular staff and room meetings result in effective team work. The staff team have complimentary skills, which enables them to work well together. Staff work well with the parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is enhanced by the effective deployment of staff because the provider and manager maintain the child staff ratios which help to ensure children's wellbeing. This ensures that all children are secure and engaged in activities.

There are recruitment and vetting procedures in place, ensuring staff are suitable to work with and care for children. The welfare of the children is further safeguarded, as most of the required documents are well maintained. Children's individual records are maintained and shared with parents, which ensures the appropriate care is provided. Children and staff benefit from the very positive working relationship between parents and staff. All relevant information is shared

with parents on a regular basis. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last care inspection the provider agreed to improve the maintenance of the garden area and equipment. Improvements have been made to the garden. For example, babies and younger children have good opportunities to play outside in the fresh air as there is a roof canopy for babies and younger children to play in the shade. Grass has been laid in a part of the garden and a nature area has been developed for children to plant and care for plants and observe insects in their natural habitat, which helps towards extending children's learning.

At the last nursery education inspection the provider agreed to continue to develop systems for planning, recording and assessment to ensure that written plans fully reflect identified learning intentions. The staff have weekly planning sessions and have developed planning, recording and assessment to enhance and support children's learning.

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 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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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 parents signatures are obtained against entries in the accident book
- devise written risk assessments for all outings

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):

- ensure systems are in place to develop the next step in children's learning

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