

GINGERBREAD CORNER

Inspection report for early years provision

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Inspection date	07/12/2010
Inspector	Pamela Paisley
Setting address	Gingerbread Corner, Grenaby Avenue, Croydon, Surrey, CR0 2EG
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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

Gingerbread Corner first opened in 1976 and became one of Croydon's designated Children's Centres in 2008. The nursery operates from a purpose built two storey building with wheel chair access in a residential area near Croydon town centre. The nursery opens Monday to Friday 7.45am to 6.30pm throughout the year and also provides out of school care for children who attend local schools. This includes a breakfast club and a holiday play scheme.

All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 54 children in the early years age group at any one time and a maximum of 100 children from three years to under eight years may attend the out of school facility. There are currently 46 children in the early years age group on roll, including 32 children attending the breakfast club and 64 children attending the out of school club and holiday play scheme. The nursery employs fourteen members of staff, twelve of whom hold an early years qualification and two members of staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides an inclusive and welcoming environment where children are making good progress in their learning given their starting points and capabilities. Effective steps are taken by the setting to monitor and evaluate its provision for children to bring about further improvements to the service they provide. Parents and carers are encouraged to be involved in supporting their children's learning and development. Children enjoy their time at the setting and learning opportunities help to meet all children's needs well.

What steps need to be taken to improve provision further?

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

- increase the range of programmable toys for older children in order to support their learning
- improve the recording of visitors on the premises to clearly show arrival and departure times
- improve the procedure for recording accidents to ensure that they are signed at appropriate times by parents and confidently is maintained when recording medicines administered to children

The effectiveness of leadership and management of the early years provision

The nursery have effective procedures in place to safeguard children. Staff have attended training to ensure they have up-to-date knowledge of the signs and symptoms of possible abuse. The nursery is well organised and children are cared for by staff who are committed to providing a valuable service for parents. They regularly update their child care knowledge through attending relevant training courses. Children are assigned a key person who ensures that every child receives appropriate support in their learning and development. There are effective recruitment and induction procedures in place to make sure that experienced and qualified staff work directly with the children. Staff work well as a team and support each other in making sure that children are cared for in an inclusive environment with their individual needs met well. Rigorous risk assessments are carried out to minimise risks to children, although an accurate record is not always kept of visitors on the premises. The nursery is well equipped with a fob key entry system to ensure children remain safe at all times. The nursery has a full range of policies and procedures, including one for complaints. These are regularly reviewed, updated, and shared with parents, although medication records are not organised to maintain confidentiality and accident records are not always signed by parents at appropriate times.

Partnerships with parents and carers are well established. Relationships are honest, open, trusting, friendly and professional. This helps ensure children are settled and secure. Parents have clear information about the setting and their children's progress through, for example, a prospectus, regular newsletters, daily diaries, and displays. Staff regularly ask parents for feedback and suggestions. The nursery promotes parental participation and regularly invite parents to help out. The nursery liaises with schools that the children will attend to ensure progression and continuity of learning and care. Since the last inspection the nursery has improved their systems for checking that medicines are in date before administering to children. The nursery has been reorganised so that all children have enough play space. Planning and monitoring of the provision has been improved to ensure that children's individual learning needs are incorporated and met effectively and activities and experiences promote children's awareness of diversity. The nursery has further plans to develop the baby unit so that they layout, activities and experiences provided mirror group rooms for older children to effectively support the development needs of more able children in the unit.

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

Children are happy, enjoy attending the nursery and have a positive attitude to learning. Staff have a good understanding of child development. They use the Early Years Foundation Stage guidance well to promote children's learning, social, physical and economic well-being. Staff plan and provide a wide range of

stimulating and challenging indoor and outdoor activities, with a good balance of adult-led and child-led activities that fosters active learning. Observations and assessments and the information gained from them are used to plan for children's next steps of learning. Staff know the children well and use focussed activities to ensure each child's individual learning and development needs are met effectively. Children show good levels of independence and older children are able to put on their own coats, hats, scarves and gloves when going to play outdoors and manage their own personal hygiene. Children are confident and play well on their own and with each other. Mealtimes are relaxed, social occasions when children and adults sit together around the table to enjoy their food and each other's company. Older children take in turns to help to lay the table and serve each other. They are given good opportunities to think about their own needs and are encouraged to help themselves to extra portions of lunch or dessert if they need to. Fresh drinking water is available and very accessible so children can help themselves to a drink when they are thirsty.

Children are developing good communication skills and they are beginning to link sounds to letters, recognise their name in print and name and sound letters of the alphabet. Some older children can write recognisable letters. Children have good access to books and enjoy listening to stories. Crayons, chalk and pencils are readily available to encourage mark making. Staff use picture and word cards to promote language. Children are becoming aware of diversity as they celebrate festivals and have access to a broad range of resources, play opportunities and activities, which reflect diversity and acknowledge cultural differences. Children have good access to computers and suitable programmes to help them learn about technology but older children have limited access to programmable toys to support their learning. Children have good opportunities to learn about living things. They have gone on trips to the local garden centre to buy watercress, plants and runner beans. Children have greatly benefited from being able to help look after them, watch them grow and eat the vegetables for lunch. They enjoyed watching tadpoles grow and then had a chance to investigate them further on the internet, giving them an insight into the life cycle of frogs. Children have access to a broad range of resources, play opportunities and activities, which reflect diversity and acknowledge cultural differences. They celebrate several festivals throughout the year to enhance their understanding about different cultures and beliefs. Role-play is thoroughly enjoyed by all the children. They have many opportunities to dress up in various different costumes, hats, use bags and select from a wide range of kitchen and home equipment in the home corner. Sand, water, paints and malleable materials are readily available throughout the day so children can experiment and explore. Babies receive good support from staff that interact well with them. A stimulating environment is provided where babies explore and feel secure in their surroundings. Staff know them very well and babies benefit from secure relationships with adults who actively listen and give them their full attention when they try to communicate. Toddlers practice walking holding hands and learn to use climbing apparatus and slides unaided. Babies physical needs are met well, for example consistent routines with regards to feeding, changing and sleeping are implemented between home and nursery. Children are helped to understand that washing their hands before handling food and brushing their teeth after meals helps keep them healthy. Children have good opportunities to engage in daily physical exercise. They are able to extend their play outdoors on a daily

basis and have good access to various apparatus such as a climbing frame, bikes and pedal cars and practise throwing and catching bean bags and balls. Children benefit from meals that are freshly cooked each day on the premises with their dietary and religious needs effectively catered for. They are developing a good understanding of healthy eating as they make selections from healthy options of different fruits at snack times.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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