



# Katharine Bruce Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY305975
<b>Inspection date</b>	15 November 2006
<b>Inspector</b>	Deborah Wilkinson
<b>Setting Address</b>	Queens Park Court, Ilbert Street, London, W10 4QA
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<b>E-mail</b>	
<b>Registered person</b>	Westminster Childrens Society
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. 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?

Katherine Bruce Nursery is one of 15 nurseries run by Westminster Children's Society. It opened in 1930 and operates from 3 rooms in a purpose built building in Queen's Park in the London Borough of Westminster.

A maximum of 59 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 56 children aged from 11 months to under five years on roll. Of these 17 children receive funding for nursery education. Children come from the local and wider community. The nursery supports children who speak English as an additional language and children with special educational needs may attend.

The nursery employs eight staff including the manager, of whom seven hold an appropriate early years qualification with the eighth currently working towards this.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in clean and welcoming surroundings. They are well protected from the risk of infection because staff follow the procedures that are in place and carry out effective hygiene practices. Children are encouraged to learn about the importance of hand washing and other aspects of personal care from an early age and are very familiar with daily routines.

Children's wellbeing is safeguarded by the systems in place to deal with minor accidents, records are kept and parents are informed of any action taken. However, only the manager has a current first aid qualification. The sheets completed when medication is administered are not always accurate.

Children have a mid morning snack when they choose from a selection of fruit or vegetables. They are offered milk or water to drink. Staff sit with the children and talk to them about how fruit is good for them. All children are able to have water to drink whenever they are thirsty. Staff monitor the needs in the younger classes while the older children are able to help themselves from the jug which is always available.

Children have a freshly cooked lunch each day. The menus which are varied cater for different dietary needs and are displayed in the nursery so parents can see the food that is provided. The children eat well, enjoying the pasta with sauce, and are encouraged to at least try the broccoli and cauliflower. Many have second helpings. Staff sit and eat with the children giving them encouragement and help if it is needed.

All the children have opportunities to get fresh air & exercise throughout the day as staff make very good use of the secure outdoor play area which can be accessed from each of the rooms. Equipment is organised outside so children paint, use the sand and water trays or build with bricks placed on a mat. In the Autumn the large tree in this area sheds its leaves and if these are dry the children enjoy walking through them, piling them up or just collecting them. They manoeuvre the bikes skilfully, try rolling hoops and are developing good co-ordination and balance when they climb on and walk along the benches provided for this purpose.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a purpose built child-centred environment. They are divided into three age related groups each of which has its own room and range of equipment. Staff check the premises each day and take appropriate action if any hazards are identified, this enables children to explore their surroundings in comfort and safety.

Children's security is a high priority. Staff monitor arrivals and departures carefully by using the closed circuit cameras that are in place and visitors complete the signing in and out book. However the system to record the children's arrival in the nursery is insufficient.

Children enjoy playing with a range of safe, clean and well maintained toys and equipment. The organisation of the rooms helps ensure they are able to access the resources easily.

The overall welfare of children is positively safeguarded. Staff have a good understanding of child protection issues with up to date written procedures to follow. Parents are made aware that staff have a responsibility to report any concerns to the local authority.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are greeted by staff by name when they arrive happily in the nursery. They are familiar with the routines, confident within the environment and settle quickly at their chosen activity. All children benefit from the effective key worker system which enables them to form trusting relationships with a familiar adult and staff know the children well.

Babies and toddlers are happy, engaged and learning. They enjoy exploring a range of play materials that offer them interesting sensory experiences. One spends a long time experimenting with the glue as she sticks coloured pasta to her collage, another washes the dolls in the water tray. Adults encourage children's communication skills effectively by the role they play and two toddlers had fun as they made pretend lunch for a member of staff in the home corner. Babies are delighted as they develop their physical skills and the low handrail on the wall helps them pull themselves up. Both babies and toddlers enjoy fresh air when they play outside, they walk through the fallen leaves and one picks up two large ones and waves them happily.

Staff are starting to plan specifically for younger children using the Birth to three matters framework to support children as they grow and learn. Children's independence and self confidence are fostered as they help themselves to the accessible resources.

### **Nursery Education**

The overall quality of teaching and learning is good. Children participate in interesting activities and are making progress towards the Early Learning Goals.

Using the guidance to the Foundation Stage staff are starting to develop plans which show clearly what children should achieve. This is supported when individual progress is monitored and documented in the records of achievement which include observations, photographs and samples of work. Activities may be repeated to ensure children attending different sessions can participate.

The daily programme incorporates a wide range of learning opportunities for children. They explore and refine their creative skills with a variety of art resources and modelling materials. Planets made from balloons and papier mache during the space theme, are displayed as are

the children's drawings of aliens. Children enjoy using the well equipped role play area and admire themselves in the long mirror when they dress up.

Children can communicate well. They are able to listen to others and contribute their own ideas. Children ask questions and describe what they have done. They are developing their writing skills and made name labels for the planets display. Children enjoy story times and looking at books both in a group and independently. They go on trips to the local library and the nursery operates a book borrowing scheme.

Children have opportunities to develop their knowledge and understanding of the world around them. They are introduced to other's customs and lifestyles when they celebrate different festivals and a recent theme explored Black History Month. In a designated garden area children plant seeds and grow vegetables, they water the plants in their room and observe the giant snails and fish.

Children are starting to learn and experiment with technology when they put tapes into the cassette player and wear the earphones to listen to these. They use phones and keyboards in the office area and practice with the staplers and hole punches in the writing section. Staff are aware of the need to develop the resources in this area.

Adults enhance children's experiences and encourage children's communication skills effectively by the role they play.

### **Helping children make a positive contribution**

The provision is good.

Children are valued and respected as individuals. They join in, take responsibility and play a productive part in the nursery. They are confident within the classrooms and choose freely from the interesting selection of activities available. Children are developing self esteem and respect for others and benefit from being cared for by a staff team from different backgrounds as they experience other cultures and attitudes which help promote an awareness of the community they live in.

Children's behaviour is good. They are able to co-operate and share and two work well together when they unfold the tablecloth while preparing the lunch table. The staff are good role models, they speak quietly and deal with any situations calmly and appropriately. When two children have a dispute about the ownership of a chair, an adult intervenes. She explains that as she doesn't know who had the chair first, she will remove it which she does. The children both choose another chair and sit down side by side. Children respond well when asked to put on their coats before going out to play and willingly help when asked to clear up the toys. Staff give sensitive support and do not over help children who want to do things themselves.

The children's spiritual, moral, social and cultural development is fostered.

Children with special educational needs are well cared for and integrated into the group. Staff work closely with parents and other organisations to help children participate in activities and

reach their potential. Some staff are also learning Makaton and both they and the children sign as a matter of course during circle time.

The partnership with parents and carers is good. Staff work with parents when children are settling into the nursery helped by the detailed information that is recorded about their individual interests and needs. At the end of each day parents are given verbal information about what their child has been doing, however, this is not always as comprehensive as it should be. Notice boards throughout the building display information for parents about the curriculum and newsletters update them about activities in the nursery. Twice yearly parents' evenings are held and staff are always available to discuss each child's progress.

### **Organisation**

The organisation is satisfactory.

Children's individual needs are generally well met by the staff who keep detailed information to safeguard their welfare. However, there are weaknesses in the system for recording daily attendance and the administration of medication. Children's enjoyment is fostered by the good organisation of the premises and play resources.

The leadership and management of the setting is good. Children benefit from the way the rooms are organised into specific learning areas and the deployment of staff within these areas.

Staff have a commitment to develop their knowledge and skills and attend training whenever possible. Staff work well as a team, they are enthusiastic, organised and support each other. There are opportunities to discuss their work at regular staff meetings and during individual appraisals.

Overall, children are confident and enthusiastic because of the warmth and enthusiasm of the staff. The setting meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection recommendations to help the provider develop their practice were made.

Children now benefit from the information given to parents about the six areas of learning and the suggestions about activities they can do at home to support their children's learning. The main register records the full names of children and staff.

### **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):

- have in place a system to record adults and children when they arrive in the nursery
- ensure that medicine forms are completed accurately
- ensure that a qualified first aider is always on site
- improve the system for sharing information with parents about their child's day in the nursery

#### 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):

- develop the range of resources for Information Technology

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](http://www.ofsted.gov.uk)