

London School of Economics Day Nursery

Inspection report for early years provision

Unique Reference Number	EY337931
Inspection date	30 March 2007
Inspector	Chris Banks
Setting Address	Grosvenor House, 141/143 Drury Lane, London, WC2B 5TD
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Registered person	The London School of Economics & Political Science
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?

The Early Years Care and Education centre was registered in 2006 and is managed by the London School of Economics. It operates from a purpose built section of the college in the WC1 area of Westminster and primarily serves students and employees.

The setting is open for 50 weeks of the year and operates weekdays from 08:45 and 18:15. Full and part time places are available.

The nursery is registered to care for a maximum of 63 children at any one time. There are currently 37 children on roll. Of these, 10 are receiving a nursery education grant. The setting supports children who speak English as an additional language and children with disabilities.

A team of 16 staff work with the children all of whom hold recognised qualifications in early years childcare.

The setting receives support from local authority advisory teachers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in very clean and welcoming surroundings. They are well protected from the risk of infection because staff have clear written procedures to follow and also carry out effective hygiene practice. Nappy changing arrangements are well managed and children benefit from the gentle encouragement of staff during toilet training. Older children are learning good self care skills. They understand the importance of washing their hands at certain times and are also familiar with the routine of brushing their teeth after meals. Prompt action is taken if a child become ill in the care of the nursery. Staff take good precautions to ensure they do not return until they are completely well and provide parents with written guidance about specific conditions. Eight staff hold valid first aid certificates which means they are also well prepared in the event of an accident or emergency.

Children enjoy nutritious meals and snacks because staff positively promote healthy eating. Menus are well planned and prominently displayed in the nursery foyer. Younger children enjoy pureed vegetables and soup whilst older children experience a wide variety of food that includes fish, pulses, pasta and casseroles. All meals are freshly prepared on the premises by a qualified cook. Children are encouraged to explore how food can contribute to a healthy lifestyle and enjoy regularly taking part in special projects.

Physical play and exercise forms part of children's daily routines. A small outdoor area is the focus of most activity where children enjoy using wheeled toys and climbing equipment. They are learning about the importance of physical activity in maintaining a healthy lifestyle when they visit large open spaces and parks where they are encouraged to run, jump, stretch and climb. During indoor play, children are becoming confident in developing their fine motor skills. They enjoy activities which involve cutting, manipulating keyboards and using brushes and pencils.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after in secure surroundings with effective systems in place to ensure any potential safety risks are minimised. Good routine safety procedures such as regular fire drills help protect children and regularly reviewed risk assessments are also used to highlight and address any concerns. The arrival and departure of children is closely monitored. The main front door is answered personally by staff who check the identity of all visitors. Children are well supervised. Outings are planned with care and children are encouraged to learn about road safety from an early age as part of their every day activities in the nursery.

The overall safety of children is positively protected because staff are knowledgeable about their roles and responsibilities in Child Protection. They are familiar with the process for monitoring, recording and reporting concerns and have clear written procedures to follow. Senior staff are well informed about the role of Ofsted and the steps to take if an allegation is made against a member of staff.

Children enjoy playing with a good range of safe, clean and well maintained toys and equipment appropriate to their ages and stages of development. Some well organised space helps ensure they are able to freely help themselves from low level stage and mobile work trays.

Helping children achieve well and enjoy what they do

The provision is good.

All age groups of children are happy and content and benefit from being cared for by a staff team who are warm and attentive.

Space is well prepared in advance of their arrival and this enables children to settle quickly into activities. Younger children are eager to join their friends and happily separate from parents. Proposals for the morning's activities are discussed with older children during an enjoyable, informal circle time. All children benefit from a key worker system which enables them to participate in interesting small group activities as well as engaging in spontaneous free play. The creative efforts of all children are highly valued. Their work is attractively displayed and children greatly enjoy talking about their own individual achievements. Children experience a good all round range of stimulating and interesting activities.

Children benefit from staff's good understanding of the Birth to three matters framework and their progress is well monitored. Staff keep clear, detailed observations and effectively use plans to provide some stimulating and interesting activities.

Babies receive warm and consistent care from staff who understand their needs well. New babies are settling happily into their routines and enjoy exploring their environment in safety and comfort. They are well supported by staff who use good observational skills to plan for the next stage of their development. Resources are made easily accessible for them and activities are changed regularly throughout the day to ensure their interest remains stimulated.

Nursery Education

The quality of teaching and learning is good. Children engage in mostly interesting and worthwhile activities and are making generally good progress toward reaching their early learning goals before they go to school. This is because staff have a good understanding of the Foundation Stage. Children's progress is well monitored and clearly documented observation records help ensure children are appropriately assessed by their key worker.

Children play happily and comfortably alongside their peers and are learning to co-operate well together. They are beginning to consider the feelings of others and do their best to lower their voices when they know babies are sleeping in the next room. They understand the concept of sharing and are patient when it comes to taking turns. Their communication skills are developing well because they are encouraged individually and in small groups to express themselves openly. They are also becoming increasingly confident in their own abilities and some show great pride in their achievements.

Early writing skills are being well developed. There are plenty of opportunities for children to experiment with mark marking of all kinds and some older children confidently label their own work after a painting or drawing activity. Children are gradually becoming competent users of computer technology. They experiment with a keyboard and are learning to control the 'mouse' to create various images and shapes on the screen. They are also able to confidently name the various combination of colours.

Some staff are particularly skilled at incorporating many different learning areas into one project or activity. For example the 'letter of the week' project usually involves a visit to a local fruit stall with children to select a fruit beginning with that letter. This also helps children learn that not all food comes from supermarkets.

Not all activities are sufficiently challenging for older more able children. This means at times they become somewhat bored and distracted particularly during circle activities and adult led group imaginative play. During their own imaginative play, however, older children use lively free expression to go on imaginary journeys on land and at sea.

Helping children make a positive contribution

The provision is good.

Children are happily settled because the key worker system works well and the settling in process is gradual and family friendly. Their individual needs are well met because staff demonstrate a good understanding of their individual needs and respond to them well.

Children behave well and enjoy each others company. This is because staff guide behaviour in a way that is consistent but also sensitive to the circumstances of individual children. Children are strongly encouraged to be kind and considerate to each other and receive lots of warm praise and encouragement from staff. This approach helps successfully foster children's spiritual, moral, social and cultural development.

A good range of anti discriminatory toys and equipment help children acknowledge difference and learn more about the world around them. They learn about the traditions of others by celebrating different cultural festivals such as Chinese New year and by experiencing different foods at meal times. There is a very positive approach towards promoting inclusion. Children with disabilities benefit from the experience of well trained and experienced staff who help ensure they are well integrated and supported.

Partnership with parents is good. They are actively encouraged to be involved in their child's learning and are given clear information about how the curriculum is planned. This is both through the Internet and information displayed throughout the setting. Operational information is also available via the website but parents are not always given a 'hard copy' when they first join the nursery.

Parents are kept well informed about how their child is progressing. Regular review meetings are held with key workers where records of children's progress are shared and discussed. On a weekly basis, parents of younger children also receive an update sheet outlining children's routines for that week. Some parents are also actively involved in the running of the Nursery and attend regular meetings to discuss any concerns. There is also a clear, well developed complaints procedure.

Organisation

The organisation is good.

The leadership and management of the setting is good. Children benefit from being cared for by a fully qualified staff team who co operate well together to provide children with warm and consistent care. Staff are knowledgeable about their roles and responsibilities because there is a clear, well structured induction programme to support them. Skills sharing is strongly encouraged which means children benefit from the combined knowledge and experience of all the staff. The Manager gives clear guidance and support to the team and is fully involved in the running of the provision.

Staff demonstrate a good understanding of the Foundation Stage and use this to effectively plan for the next steps in a child's development. Children under three years also benefit from

staff's knowledge of the Birth to three matters framework which helps to ensure children are well supported and prepared for the Foundation Stage of learning.

Children benefit from being in a comfortable, welcoming child centred environment with sufficient space for the number of children registered. They are able to move around in comfort and safety because space is safe and well organised. Sleeping and rest arrangements are comfortable and children are well supervised.

Clear and comprehensive written policies and procedures relating to children's health are effectively put into practice. All staff are fully checked for their suitability to work with children and key staff are aware of when Ofsted must be informed of staff changes or significant events. All documentation is well organised and securely stored. The certificate of registration is displayed.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to taken 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):

- carry out a review of the system which shares details of the operational plan with parents

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):

- further develop the curriculum to ensure it provides challenging opportunities for older, more able children

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