

# Battersea Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY288475
<b>Inspection date</b>	19 March 2008
<b>Inspector</b>	Beverly Hallett
<b>Setting Address</b>	18-30 Latchmere Road, Battersea, London, SW11 2DX
<b>Telephone number</b>	0207 228 7008
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<b>Registered person</b>	Asquith Court Nurseries Limited
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Battersea Day Nursery is one of 115 nurseries run by Asquith Nurseries Limited. It opened in 1997 and operates from five rooms in a converted building. It is situated in Battersea in the London Borough of Wandsworth. A maximum of 79 children may attend the nursery at any one time. The nursery operates each weekday from 07.30 until 18.30 and is open 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 70 children aged from three months to five years on roll. Of these nine children receive funding for nursery education. Most of the children live in the local area. The nursery supports children who speak English as an additional language.

The nursery employs 22 staff. Eleven of the staff including the regional support manager hold appropriate early years qualifications. The setting receives support from the local early years advisory teachers.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children keep healthy because they receive care in a premises which is in good hygienic condition. A selection of well written policies and procedures such as those regarding illness help to reduce cross-infection. However, medication records do not clearly show if parents have signed to give permission for medication or signed to acknowledge that they have been informed that the dose was given. This may put children's health at risk.

The setting provides a very good, healthy and varied range of foods, based on the Annabel Karmel menus. Practitioners have good knowledge of children's dietary requirements and organise suitable foods to keep them healthy. This information is recorded and made available to practitioners to ensure secure and correct details to maintain children's health. Children have opportunity to access drinking water at all times, which keeps them well hydrated and comfortable and supports their active involvement in play and learning. However, children are not always given suitable cutlery with which to eat, for example, all children were given only a fork to eat a meal consisting of rice, curry and small pieces of mixed vegetables. As a result children struggled to eat successfully and some became frustrated and stopped eating.

Breakfast time in the preschool room is a calm and social time. Older children pour their own cereal from large plastic containers and this supports the development of good self help skills and confidence in their own abilities.

In general, children under three are appropriately cared for and stimulated by the activities available and there are some activities, such as the water play offered, in which they participate enthusiastically, receiving positive interaction from knowledgeable and caring staff. However, there are occasions when children's emotional well-being is not fully supported. For example, at sleep time, all children in nursery room are made to lie down even though they do not wish to. As a result, some children become upset. Children who are new to the setting also struggle to attach securely to a key member of staff and this is exacerbated by the fact that the adult is often alone in the room whilst other members of staff complete domestic duties such as preparing or collecting snacks. As a result, such children spend much of their time upset, and not involved in activities.

Children enjoy a wide range of activities that promote their physical movement and skills. They have regular outdoor play and benefit from the fresh air and exercise. Children enthusiastically use large equipment and other resources outside. Children display good spatial awareness and negotiate each other's space when playing on tricycles and ride-on toys and when walking and running.

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

The provision is satisfactory.

Children have a secure and welcoming environment for their care and play. Information for parents displayed in the entrance area and exhibited artwork and pictorial images give a sense of welcome and purpose. Children's safety and comfort is supported by a satisfactory range of child-sized furniture and play equipment and these resources are kept in sound order to keep children safe. Practitioners use policy and procedures to maintain children's well-being, such

as sound arrangements for security of premises and vetting of any visitors prior to entry. Written risk assessments are complete for the premises to reduce any risk to children.

However, children's safety within individual rooms is not always ensured. For example, a child brought a large heavy football from home and played with it inside the room, kicking it quite hard, into the furniture and up against the door. This poses a danger to other children in the room. Also, in the baby rooms, very young children are offered sand to play with, and are not always closely supervised, allowing them to eat some of the sand and putting their health and safety at risk.

Practitioners have sound understanding of child protection issues and the procedures to follow if they have a concern and this helps to protect children's welfare. Well written policies and procedures supports this effective practice.

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

The provision is satisfactory.

Children in the nursery room are not occupied, interested or stimulated by the range of activities available. This results in them climbing on furniture, becoming involved in frequent squabbles and generally being disruptive and aggressive to each other. In other rooms children generally receive good levels of adult interaction and enjoy using the small but suitable range of resources available.

### **Nursery Education**

The quality of teaching and learning is good. The main practitioner in the preschool room has a good knowledge of the Foundation Stage guidance, and a sound knowledge of children's abilities and interests, using these to support children's learning within planned and child-initiated play. There is a small but suitable range of interesting and stimulating activities provided by the setting, and this, combined with the room leader's skill and knowledge, ensures children make good progress overall. For example, photographic evidence shows past projects where the room leader used children's interests in grape vines growing in the garden to learn about the natural world.

However, there is no defined system for assessment of children's levels of achievement against the stepping stones and for use of this information to more clearly identify and plan their next steps of learning. As a result, curriculum planning and evaluation shows children do not receive a balanced curriculum.

Children in the preschool room are confident to be without their main carer and demonstrate good relationships with adults and their peers. They are cooperative and able to take part in group activities showing good levels of concentration during circle time activities. Children show sound levels of independence with personal care, pouring drinks and serving their own meals.

Children are beginning to recognise their own name through the use of name cards in routine activities. They enjoy stories read to them by adults and show good interest in looking at books for enjoyment and using them appropriately, following aspects of the narrative. Children use opportunities to make marks, for example, with pencils and crayons. More able children can form recognisable letters and write their own name. They use language to express themselves and to ask questions using key words such as 'who' and 'what'.

Children are beginning to recognise numbers as they see them every day around the room on number friezes and posters. Staff also encourage children's basic maths skills as part of their play, for example asking children how many dinners they have made as part of home area play. However, a lack of equipment to promote mathematical concepts, for example jigsaws, measuring equipment, matching and sorting toys, means that children are not using a wide range of mathematical skills to problem solve as part of their everyday play.

Children can construct and shape using various materials, for example, when using construction toys and in using malleable materials and a small but suitable selection of art and craft materials encourage children in mark making, modelling and art and craft activities.

Children enjoy music and explore different sounds and ways to use instruments, and particularly enjoy using an electronic keyboard to play with sound and rhythm.

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

The provision is satisfactory.

Partnership with parents is satisfactory. Children benefit from their parents being suitably informed about the setting and the curriculum offered through various types of written documents. For example, a prospectus, written policies, newsletters and various displayed information shares the setting's ethos and procedures with parents. In all rooms, notices in each play area explain the benefits of children using the equipment using the language of the Foundation Stage or Birth to three matters. However, there are inconsistencies in the setting's stated policies and individual partnerships with parents which means that not all children benefit fully from the curriculum and receive care which supports all round individual development. Examples include outside play, sleep times and children bringing in toys from home which may not be appropriate or safe in a large group setting.

Children's spiritual, moral, social and cultural development is fostered. In practice, children are respected and valued as individuals. On the whole they show concern and respect for each other and are happy and content whilst at the setting. However, a lack of toys and resources which offer positive images of today's diverse society mean that children are not learning about people's similarities and differences.

The majority of children are well behaved and have sound awareness of adult expectation, which enhances the room ambiance and their involvement in activities. However, this is not the case in the nursery room where a lack of suitable resources and staff interaction means that there are frequent squabbles and disruptive behaviour.

### **Organisation**

The organisation is satisfactory.

Clear and effective recruitment policies ensure that all adults working with children are suitably checked and qualified to a level which meets requirements. There are suitable numbers of staff with childcare qualifications and relative training, such as first aid and food safety and hygiene, to support the care and well-being of children. Vetting procedures are rigorous and robust, ensuring that all adults working with children are suitable to do so, thus ensuring children's welfare.

The setting has an operational plan with written policies, which are accessible to parents, and these detail the procedures that are designed to keep children healthy and maintain their

well-being, including procedures for lost or uncollected children, recording complaints and those supporting children's health and safety.

Leadership and management is satisfactory. The managers of the setting identify their strengths and action plan to improve any weaknesses. They have a sound overview of the curriculum planning and show good commitment to review of the educational programme to support children's learning and development. The preschool has a committed, enthusiastic and well-motivated leader who supports children's interest in learning. Periodic team meetings and a well-organised appraisal system aid continuity in practice and identify practitioner's professional developmental needs. Overall, the provision meets the needs of the range of children for whom it provides.

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

At the last inspection the setting was asked to improve the organisation of the setting to ensure that staffing ratios were maintained. The setting now employs sufficient staff with suitable qualifications to meet national requirements and ensure continuity of care for children.

The setting was also asked to improve the provision of nursery education for children by increasing staff knowledge of the early learning goals and by improving planning of the curriculum. The room leader in the preschool room shows good knowledge of the Foundation Stage and on the whole, although there are still weaknesses in the provision of mathematical resources and experiences, children receive a balanced and suitable curriculum which promotes learning in all areas.

### **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.

## **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 satisfactory.

### **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 medication records clearly show when parents have given permission for medication to be administered and when they have been informed that medicines have been administered

- review health and safety policies and practices to ensure young babies are not offered play materials under supervision situations which expose them to potential danger
- increase the variety and amount of toys and resources available to children in particular those in the toddler age group, to maintain their interest and concentration throughout the day
- ensure all staff implement the setting's policies and procedures for ensuring children's well-being in particular at sleep times and are confident in challenging colleagues who do not follow procedures
- ensure children are given a choice of utensils with which to eat lunch, supporting their self help skills and promoting a positive attitude towards mealtimes
- strengthen the partnership with parents to ensure that all children at the setting benefit fully from the curriculum and receive care which supports individual development at all times

### **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):

- increase the variety of toys and resources for children in receipt of the Foundation Stage curriculum, in particular those which promote mathematical concepts and skills

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)