

Richford Street Day Nursery

Inspection report for early years provision

Unique Reference Number	143795
Inspection date	27 February 2008
Inspector	Daphne Prescott
Setting Address	50 Richford Gate, 61-69 Richford Street, London, W6 7HZ
Telephone number	020 8746 1015
E-mail	richfordstreet@bringingupbaby.co.uk
Registered person	Bringing Up Baby Limited
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?

Richford Street Day Nursery is one of five nurseries run by Bringing up Baby Nursery Group. It opened in 1995 and operates from four play rooms in a purpose built building in Hammersmith, in the London borough of Hammersmith and Fulham.

A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:15 for 50 weeks of the year. All children share access to a secure, enclosed outdoor play area. There are currently 44 children aged under five years on roll. Of these, five children receive funding for nursery education. Children come from the local and wider community. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs nine staff, of these, five staff including the manager hold appropriate early years qualifications and two staff are working towards a qualification.

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 and aprons when changing nappies and the changing mat is cleaned after each use. Children are learning about keeping healthy. When using the toilets, children wash their hands independently and enjoy using the individual paper towels provided to dry their hands. Accidents and any medication given is documented and parents sign these records to ensure they are well informed. There are four staff on the team with up to date first aid certificates so children receive appropriate care if they are hurt.

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, babies are given a good variety of fresh pureed foods. 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. 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 thrive on regular outside play and fresh air in the garden. They move freely and confidently and enjoy vigorous games of running, throwing, catching, and using balance bars, which help children become increasingly agile. Babies and toddlers relish the opportunity to crawl and toddle around on the safety surface. They have a lovely time rocking on the seesaw and practising their skills. Children's dexterity is also encouraged as they paint and draw, knead and roll dough with great pleasure.

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. Children use a good range of developmentally appropriate resources, which enhance their play and learning. Low level and open shelving allows children to independently access their chosen activity. Resources used are well maintained, clean and safe. Babies and children 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 children to play. For example, younger children are enthused by the toys that are displayed on the floor and touch the sensory equipment displayed. Older children enjoy playing imaginatively with the good props provided in the home corner.

The staff help keep the children in the nursery safe, because they are vigilant in closely supervising the children and their activities. They 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. Staff complete a safety check each morning before children arrive, which ensures the areas used by the children are safe. Detailed written risk assessments are in place of the premises and are regularly reviewed to reduce hazards. An outings policy is in place and the manager and staff are fully aware of the procedures

to follow on outings to help keep children safe. Staff check venues that they are visiting, which helps ensure that they are suitable for children. The manager discusses with staff procedures to follow when visitors visit the nursery, to help keep children safe. However, children's safety is not totally safeguarded as written risk assessments have not been completed for outings and visitors to the nursery. Fire safety is good. Exits are marked, fire fighting equipment is in place and regularly maintained and emergency evacuations are practised with children.

Children are protected as staff have a good understanding of procedures to follow in the event of child protection concerns. 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.

The nursery has a relaxed and caring atmosphere. Children settle well and are at ease in the company of the staff. They give warm and gentle care to the children and interact positively with them. This increases children's sense of well-being and they are eager to attend and relish their time in the nursery. Staff give all of their attention to the children to ensure that they are happy and fully engaged in the activities provided. Good eye contact is given by staff and plenty of cuddles so that babies and younger children understand that they are valued by, and important to, their carers. Children are encouraged by the enthusiasm staff show when they see them achieve new skills. This interaction, and the implementation of a successful key worker system, helps to build their confidence and secure relationships between children and staff.

Younger children benefit from the staff's knowledge of the Birth to three matters framework. Planning of activities effectively supports their development and learning. Younger children are confident and independent and enjoy the free access they have to a wide choice of play materials. They are imaginative as they dig and build in the sand pit and transport objects in the wheeled toys as part of their pretend play. They enjoy feeling the texture of sand as they pat it with their hands and drag their fingers through it to make patterns. They have a great pleasure in walking their 'baby' in the buggy around the garden. Younger children have a lovely time playing with play dough. They are developing their senses as they are encouraged to feel the play dough with their fingers and to make shapes and describe what they are making. Babies are beginning to develop early communication skills as they attract the attention of staff who respond enthusiastically to them. They use gestures and babble, imitating sounds as they begin to find their voice. Staff are also at hand to support younger children's play and they learn new words and phrases as staff and children chat and play together. Children have a lovely time as they laugh and have fun as they energetically join in action songs and enjoy singing with their friends.

Nursery Education:

The quality of teaching and learning is good. Staff are enthusiastic and they plan a well balanced curriculum. Activities are planned for each of the six learning areas of the Foundation stage and children have great fun as they learn through play. Staff encourage children to lead their own learning and this is successfully achieved by a well developed routine, with a good balance of child and adult initiated activities. Children's individual progress is observed, and their achievements are then recorded. However, staff do not always evaluate to identify the next steps in children's learning. 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. Children are learning to relate well to adults and each other. Many children have obvious friendships in the group. They are learning to share, and support is offered to help children negotiate when there is a dispute about a toy. 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 bread. When making bread, children learn about measuring and counting and noticing changes as ingredients are mixed. Children are confident in the use of numbers and are able to count to 10 and beyond, they recognise numerals and also learn mathematics as part of playing games. An example of this is children are encouraged to add and subtract and use directional language when using programmable toys.

Children are confident communicators. They describe their own experiences and speak confidently in a group. Their enthusiasm for books is fostered well by the selection available and staff being available to read to children on request as well as story time. Some children are able to guess words if given the initial sound and to work out some of the letters in words they sound out for themselves. 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 community as they visit different places.

Children's co-operative play is especially well developed, as seen by the imaginative games they play, each taking a role and contributing to the story they are making. They act out stories they make up about going on trips, taking their 'babies' out as they strap them in the car seats provided and making meals in the home corner. Children gather together pretend vegetables and fruit and happily tell staff that they are making 'Vegetable and Fruit soup' as it is good and healthy.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. All children are welcomed and play a full part in the nursery because staff value and respect their individuality. Children behave well; they understand the boundaries set and know what is expected of them. Staff provide good models of how to relate well to others, for example, they listen to children's concerns and help children to talk about any disputes they have with each other. There are suitable strategies used to reinforce good behaviour; children receive plenty of praise and encouragement from staff for good behaviour and daily activities. For example, staff make sure they recognise the babies' achievements and congratulate them by clapping and giving them praise. 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. Children with learning difficulties and/or disabilities are welcome into the nursery as the manager and staff 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.

Partnership with parents and carers in relation to nursery education is good. They are provided with good information which explains the care and education that is provided for their children.

They are kept well informed of how their children are progressing through regular formal and daily informal discussions with staff. Additional information is also displayed on the parents and carers' notice board.

Children benefit from the friendly interaction between staff and parents. The parents receive good detailed information about the nursery, which for example includes a welcome pack, and they are informed of the nursery's policies and procedures. Staff work very closely with parents, to meet the needs of all children. For example, the gradual settling in period when the child starts the nursery has a positive impact. It enables staff to treat all children with equal concern and ensure they receive appropriate support, relevant to their individual needs, meaning their welfare is promoted. Staff also respect their individual routines, such as sleep time when babies need it and not when routine dictates. Parents of the younger children receive good information about their children's progress, both on a daily basis and at meetings. Parents spoke warmly of the care staff provide and the fun children have at the nursery.

Organisation

The organisation is good.

Leadership and management for nursery education is good. The effective management and communication systems ensure consistency of approach as staff are clear about their role and responsibilities. The manager clearly enjoys her work, is suitably qualified and is experienced. Therefore, children benefit from the manager's good understanding of the Foundation Stage, and her ability to motivate staff. Continuous improvements are made to the nursery, and there are clear systems in place to monitor and evaluate the effectiveness of change. The manager understands the importance of ensuring that staff evaluate and plan the next steps in children's learning. The nursery welcomes support from an advisory teacher to help develop the implementation of the Foundation Stage of learning. The management are also committed to the improvement and development of staff; they are encouraged to update their knowledge by attending training which enables them to promote positive outcomes for children.

Staff are well deployed so that children receive a good level of support and are actively occupied throughout their time in the nursery. The required documentation policies and procedures are in place to support children's health, safety and well-being, with the exception of risk assessments for outings and visitors to the nursery. There are good recruitment and vetting procedures in place, ensuring staff are suitable to work with and care for children. Staff work well with the parents to ensure they have a good knowledge of children's individual needs. Children have lovely relationships with staff, they are happy and learning because they relate well to staff and each other and there is a wide selection of resources for them to choose from. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to develop staff's awareness and understanding of effective ways to manage children's behaviour when children are challenging and part of a larger mixed age group; ensure that group activities meet the individual development and ability needs of all children within the group and review the security of the front door with regards to visitors accessing the nursery.

Staff have developed their understanding and knowledge in managing children's behaviour and organising group activities, which meets the individual needs and abilities of all children.

The manager has discussed with parents the procedures for any visitors wishing to gain access to the nursery, which enhances children's safety.

At the last nursery education inspection the provider agreed to re-organise the group to provide a consistently calm learning environment for older children; monitor the quality of activities planned for older members of the group to ensure that they are sufficiently challenging and will attract and sustain children's interest. Children's groups have been re-organised and activities are planned to ensure that older children are sufficiently challenged to sustain their interest, which helps towards extending children's learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted. 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 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 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):

- conduct a risk assessment and an action plan that identifies action to be taken to minimise identified risks for outings and visitors to the premises.

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 an on going record is maintained of evaluating and planning the next steps 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