

# Regents Park Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY346787
<b>Inspection date</b>	25 July 2008
<b>Inspector</b>	Arda Halls
<b>Setting Address</b>	14-15 Gloucester Gate, LONDON, NW1 4HG
<b>Telephone number</b>	0207 9357 274
<b>E-mail</b>	asheldon@brighthorizons.com
<b>Registered person</b>	Bright Horizons Family Solutions 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 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 Regents Park Nursery is one of 119 nurseries run by Bright Horizons Family Solutions Ltd.

It opened in 2002 and operates from a number of rooms over two floors in a Georgian style house in the London Borough of Camden. A maximum of 75 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. Regents Park Nursery is privately owned by a limited company.

There are currently 88 children aged from three months to under five years on roll. Of these, six children receive funding for nursery education. Children come from the wider community. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 18 staff. All of the staff, including the manager hold appropriate early years qualifications. The nursery receives support from the Local Authority of Camden. The teaching method used is children learning through play.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is well promoted because the nursery takes positive steps to promote their health, for example, children wash their hands frequently throughout the day as part of their routine. The majority of staff have current first aid qualifications or are scheduled for training in the near future. A good nappy changing routine is in place including hand washing of the babies as well as the staff. However, on one occasion the changing mat was sprayed with an anti-bacterial spray while holding the baby. Children are learning about their bodies as they talk about wearing hats in the sun to protect them. They are making good progress in their physical development as they play with a good variety of toys outside, stretching their bodies as they run, jump and swing around as they play. Children move confidently and safely as they go up and down the stairs into the garden and negotiate small steps inside the nursery.

Children enjoy healthy meals because the nursery provides children with a well balanced diet such as roast chicken, vegetables and couscous followed by fruit salad. The food is probed twice while in the kitchen to be certain it is cooked and cooled sufficiently before being delivered to the nursery rooms. Care is taken by nursery staff to double check the temperature of the food before feeding the children. Children's bottles are clearly labelled to ensure everyone gets their correct formula. Food is served without salt and with little sugar to promote children's good health. Dietary requirements are clearly displayed and the cook is vigilant to ensure that nursery staff sign for meals provided for children with severe allergies. Drinking water is available at all times and children are reminded to drink throughout their play time. Staff sit with children during meal times which is a relaxing and social occasion.

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

The provision is good.

The nursery premises are warm and welcoming for parents and their children. Children are kept safe by parents and visitors using an entry phone to gain access to the grounds of the nursery. A careful record is kept of visitors to the nursery noting time of arrival and departure. On the whole nursery rooms are light and bright with artificial light more predominant in the lower ground floor. There is an abundance of child centred art work on the walls of the nursery as well as some features suspended from the ceilings. Staff and children are polite to one another and treat each other with respect which makes a calm and friendly atmosphere throughout the nursery. Children can play safely in an enclosed garden outside of the nursery, however, there are leaves present in the babies water tray that may not be suitable for children to play with.

There is a good range of furniture on which children are able to rest, eat and play comfortably. Book corners are made comfortable by the use of child size chairs, cushions and bean bags where children relax as they listen to stories. Good quality equipment such as a canopy covered water tray, sand and painting easel are in constant use by pre-school children. The equipment is clean, well maintained and checked regularly to ensure it is safe for children's use.

Children are protected from harm as staff ensure that they do not run when it is inappropriate. They are constantly supervised and reminded to wipe up any spilled water to avoid slipping over. They are learning in a number of ways how to keep themselves safe. They talk about traffic lights, zebra crossings and how to be safe out of doors including why they use seat belts when going in a car or airplane. However, children are not protected from sand getting in their

hair and not all children are wearing sun hats in very hot weather. Risk assessments are done on a daily basis and a fire evacuation takes place on the day of inspection. Children leave the building quickly and calmly although a few of the children are distressed by the volume of the fire bell. The children are constantly reassured by staff who tell the children what is going to happen next. The children are very pleased to see the firemen and the fire engine and understand that they cannot go inside until the all clear is given.

Staff have a good understanding of the safeguarding children policy. They know signs and symptoms to be aware of and they know the importance of recording what they see. There is a secure system in place in which staff are conversant to ensure that the correct procedure is followed in the event of a concern about children's wellbeing. The person in charge is fully aware of how to report a concern or an allegation.

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

The provision is good.

Children under three are competent learners as they play and experiment with a wide range of suitable toys and equipment. Resources are easily accessible and staff ensure they have opportunities to play and express themselves throughout the day. Children like painting and splashing in water as it is a hot day and they are able to sit in shallow pools of water in the garden. Staff plan appropriate and suitable activities for the under three's using the current framework of 'Birth to three matters'. Children throughout the nursery are forming close relationships with the staff and occasionally older children ask to return to the baby room to visit their siblings and the staff. Babies look happy and content in the setting as they smile and babble to their key workers and to one another. Their learning is well promoted and staff on the whole are knowledgeable about the children in their care. Children are supported in their personal, social and emotional development.

### **Nursery Education**

The quality of teaching and learning is good. Children have good interaction with the majority of staff throughout the inspection. They separate from their families with confidence and they quickly settle into the day's routine. Children appear keen to learn, are enthusiastic and show curiosity as they play with sand and water. Their play is their work and they never tire of their work. Children are learning to take turns as they line up in the corridors to go to the toilets. They are forming good friendships with one another as they cut and glue at the collage table stopping to help one another as they go. Children are developing good self help skills as they offer to help staff over and over. They are confident and talk with adults with ease to express what they like. They are increasing in independence as they help themselves to drinks of water, select play materials and begin to dress and undress themselves in their play. They know how to play CD's and they confidently paint whenever they like. Their social, moral, spiritual and cultural development is well fostered. They are taught to respect the nursery and its rules. They know not to speak too loudly and they stop to give one another time to speak. They are free to discuss their concerns and spend a considerable time discussing fire and whether they have smoke alarms in their houses. Some children frown and appear worried about whether they have alarms in their houses and staff reassure them that they will talk to their parents. The nursery encourages bilingualism and fosters respect for the wide range of languages spoken in the nursery. On one occasion staff appear not to know the backgrounds of the children and on another, staff appear not to know who are their key children. This impacts on the care of the children as individual planning may be missed out for these children.

Children's communication, language and literacy skills are supported through constant interaction and talking with children. Children are encouraged to answer questions and they listen well during story time. Children are able to ask for stories as they like and there is plenty of space for children to sit in a quiet corner and enjoy a story. A good selection of books are accessible at a low level to the children. Children are fully engaged in playful and interactive story times. Children understand that words have meaning and clearly announce that they can read their folders that are hanging on a ribbon from the ceiling. They are beginning to write recognisable letters and words in a variety of settings throughout the nursery as well as in a designated writing area. Children are offered name cards to use to copy when writing their names and happily decline as they are confident when writing their names.

Children recognise numbers and are learning simple calculations as they play. They make a laminated cook book and they know how many cups of flour they need when making a cake. They are learning about shapes and colours as they discuss the signs on the cards in the 'traffic club'. They know how to solve problems as they know they need more water when baking a cake to change sticky dough to a soft cake consistency.

Children have a good knowledge and understanding of the world. They have good opportunities for exploring and experimenting with paper punches, scissors, tape and rulers. When they are building with blocks they talk about 'the electrics'. They talk about their building and how fire might make the building fall down. Children enjoy using the computer as they play a variety of games. They learn to take turns on the computer and they move about in their chairs to the music that accompanies the games. They learn about the world as they examine the map of the world. They copy flags of the world in their drawings followed up by converting copies of maps into simple puzzles. The children are intrigued by their play and delight in discussing where they are from or where they have visited. Through their picture profiles they are able to share pictures of their families of which they never tire.

Children enjoy playing in a range of creative activities. They experiment with sand, water and paint. They print with their feet and they cut out leaf shapes and paint them. They make papier mache models of Belfast and a model of Australia. They convert the home corner into a travel agency and delight in booking holidays for anyone that passes by. This is a meaningful way for children to play and helps them make sense of the world in which they live. Children enjoy musical activities such as singing simple nursery rhymes which helps calm them in the morning when they arrive.

The quality of teaching and learning is good. Most of the staff have knowledge of the Foundation Stage and have been preparing for the new Early Years Foundation Stage. Activities have been planned according to the early learning goals. Planning is done systematically following the children's interests. Staff evaluate activities and look at how they might extend the activities. Staff are becoming more confident in observations of children and understand what the observation has told them about the children's learning. The manager monitors the educational programme and works closely with staff to extend the learning and prepare for each child's individual development.

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

The provision is good.

Children are continuously learning about others. They learn about one another's cultural beliefs as they talk about their families and their festivals. Equality is promoted through discussions, celebrations and resources around the nursery. Posters depict world religions and children

engage in discussions of the foods that are prepared at home. Parents take part in cultural celebrations and food is shared from countries represented in the nursery. Children have good access to a range of toys, activities and resources to promote equality such as puzzles, puppets and play people. This positive approach fosters children's spiritual, moral, social and cultural development.

Children with learning difficulties and/or disabilities are welcome in the nursery although few are in attendance at the time of inspection. Staff work closely with parents and therapists to meet children's needs and the manager engages the local authority to visit and determine what support can be of assistance. The manager of the nursery is the trained Special Educational Needs Coordinator worker although the deputy is currently training and several staff have identified their interest in training.

Children are well behaved in the nursery because staff set clear and simple guidelines for acceptable behaviour. The policy on behaviour management includes how to handle bullying and stipulates strategies for effective behaviour management. Staff speak to children with good eye contact and lowering their body to their level. They speak calmly and softly and they reinforce to the children that everyone walks in the hallways. Children are asked to co-operate and they do. Careful liaisons are made with parents, this is deemed essential and helps children to behave appropriately both in and out of the nursery. Children are encouraged to share, take turns and be respectful to one another.

There is a good partnership between parents and carers of children who receive nursery education. Parents come to meetings every three months to discuss their children and to prepare them for attending school. Parents with English as a second language help staff to learn essential words from the children's first language. Garden parties are held where new parents meet the present parents. This gives the parents a first hand understanding of how the nursery works and to hear of the nursery attributes. Parents are welcome in the nursery at all times. Parents who work locally visit the nursery at regular intervals sometimes for breast feeding or nappy changing. Parents come in for a hug with their children and they come in to talk to staff. This strengthens the relationship between parents and staff which fosters the smooth running of the nursery and helps children to feel part of a larger family. Parents are kept informed about nursery events through 'Monday memos'. A garden party followed by a 'French breakfast' encouraged parents to come in. Parents are fully informed of policies and procedures which they receive when they first attend the nursery. Parents receive detailed information about the educational program, some attend tours of the nursery while others are happy just to visit the under three's section of the nursery. Updates of the day are emailed to all parents and an open day is held every few months for parents and children to attend, sometimes to do arts and crafts. Parents can view their children's profiles at any time. Parents are encouraged to make use of the parent's notice board, through this board a welcome is extended to parents to become part of the nursery family. There are arrangements in place to share the complaints procedure with parents with a copy of the procedure available to any parent who requests one.

## **Organisation**

The organisation is good.

The registered person remains suitably qualified to work with young children. The person in charge of the day to day running has a suitable qualification and is aware of significant changes to the nursery that require notification to the regulator. Staff with suitable qualifications and experience are employed to work throughout the nursery.

The leadership and management of the setting is good. There are effective procedures for vetting and employing staff. All staff are required to undergo CRB checks and staff whose vetting is not complete do not work with children in an unsupervised capacity. Children benefit from the combined knowledge of the staff team who have undertaken Foundation Stage training as well as Birth to three matters training. Most staff have valid first aid certificates and have an understanding of what to do in an emergency. Staff are trained in safeguarding children and in house training is provided to update staff's knowledge on safeguarding children.

Children's welfare and individual needs are well met by the staff group who have appropriate records in place to support their understanding of each child. Records are kept confidentially maintaining the children's privacy. The certificate of registration is clearly displayed. A signing in sheet is completed by parents denoting the times of arrival and departure of their children. The attendance record is not completed as children arrive and is not a historic record of children's attendance. Children are protected from harm as staff have a clear understanding of the policies and procedures that the group uses in emergency situations such as the procedure for lost or uncollected children. There is a clear fire evacuation procedure and a safeguarding children procedure. Children enjoy the security provided by the group's ethos, policies and procedures such as the record of complaints log which parents can view on site. The setting meets the needs of the range of children for whom it provides.

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

At the last visit the provider agreed to update knowledge and understanding of how to manage burns on children under 1 year; the training offered for burns is the first aid training for babies and young children which has been done and refreshes staff on all aspects of keeping children safe by administering first aid. They also agreed to ensure appropriate supervision for children under one during the lunch time period; this is done which enhances children's safety during lunch times. To

ensure appropriate procedures are followed in the event of an emergency in seeking external medical attention as soon as possible. In the event of an emergency the emergency services would be called without delay which helps keep children safe.

### **Complaints since the last inspection**

Since the last inspection there have been three complaints made to Ofsted that required the provider to take 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 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 to ascertain the suitability of overhanging plants in the garden
- ensure that register of attendance is completed as children arrive with times of arrival and departure
- make extractor for drier safe in garden
- review practice to consider protecting children's hair from sand and providing protection from sun when parents do not supply their own sun hats
- ensure spraying of anti-bacterial sprays is done away from children

### **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 that all staff are aware of who key children are and work with them accordingly

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)