

Blundells Day Nursery

Inspection report for early years provision

Unique Reference Number	123090
Inspection date	25 June 2008
Inspector	Lisa-Marie Jones / Rebecca Hurst
Setting Address	Sheepcote Lane, Battersea, London, SW11 5BW
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Registered person	Blundells Day Nursery 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 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?

Blundells Day Nursery is privately owned and has been operating since 1992. It is situated on a residential road in Battersea, which is within in the London borough of Wandsworth. The children have access to four main play rooms and a secure garden area.

The nursery is registered to provide care for a maximum of 66 children under five years, six of whom maybe under 2 years. The nursery is open each week day from 08.00 to 18.00, for 49 weeks of the year. There are currently 51 children aged from 18 months to under five years old on roll. Of these, 15 children receive funding for early education. The nursery currently supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery employs 15 members of staff including the director and the registered person. Of these, 13 hold appropriate early years qualifications. The nursery has training, support and mentoring from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff take steps to promote the good health of children to enable them to understand the importance of good personal hygiene. Older children are aware of why they need to wash their hands before meals and after going to the toilet. They wash their hands in the bathroom using soap and dry their hands on paper towels. Consequently, they are protected from cross-infection. Younger children however, only have their hands wiped by staff with a wet flannel. This does not fully protect them cross-infection. Children are not encouraged to help clear up after activities and the older children tend to go off to attend to their personal needs in a large group and this hinders the development of their independence.

All staff are first aid trained, should a child require first aid treatment and all documentation for the recording of accidents and medicines are in place and clearly recorded. Staff are further trained to administer lifesaving medication such as Epi-pens, which further protects children's health. Children have the opportunity to rest during the day in quiet rooms. This ensures they are rested.

Children receive a healthy and balanced diet, which is adequate for their needs. Children with special dietary requirement needs are met by staff, who are fully aware of their needs. Children's acquisition of independence skills is somewhat hindered as staff serve the children their meals, snacks and drinks.

Children engage in a range of indoor physical activities, which are successful in promoting their physical development. For example, they use the climbing frame/slide and take part in team games and they regularly go on local walks. Children are encouraged to understand the importance of a healthy lifestyle, how the body works and sun safety, through a purposeful range of planned activities and through general discussion.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into a bright and airy setting, where their self-esteem is nurtured as they have their work displayed around the walls in their rooms. Resources in the rooms are at a level that children are able to self-select, however, not all staff actively encourage the children to self select resources. Children are greeted on arrival by all staff who are warm and friendly to both children, parents and carers.

Children's safety is protected as staff carry out daily safety checks of the rooms and equipment. The manager carries out a monthly risk assessment. However, they are lacking in detail to show preventative measures are taken, especially in relation to children's allergies. Children and staff practise fire drills every three months. These are evaluated by the manger and staff are informed if any changes need to be made to ensure all children and staff are able to evacuate the setting safely.

Staff have a sound understanding of child protection and safeguarding children. As a result, children are protected from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive into the setting eager to start their day. Staff plan activities for the children around what they are capable of. Staff evaluate the activities they have completed with the children. This ensures they can see what went well and what needs to be changed for future use. Not all children's written assessment files are consistently recorded and they do not contain the next steps of development, which allows staff to plan to move the children on with their development. Planning for the children has the learning intention with regards to areas of development. Children have a sound range of activities planned for them by the staff.

Children enjoy participating in a creative activity. Staff set out a large piece of paper and arrange a good selection of resources for the children to use. Children are able to use sponges of different shapes and sizes, glitter and different pieces of paper. Children have great fun with the activity, and the staff encourage children to use their hands and feet for painting. Worksheets tend to be overused in aiding children's learning and development.

Nursery Education

The quality of teaching and learning is good. Children make steady progress towards the early learning goals with the support of staff who have a good understanding of the Foundation Stage and of how children develop and learn. Children have the opportunity to divide into very small groups in a separate classroom to master skills in linking sounds to letters and mathematical activities. All staff demonstrate a good attitude towards learning by presenting activities with enthusiasm. They plan a range of activities based on real life situations that help children progress in all areas of learning. Planning shows clear learning intentions for activities and there is a system to identify the next steps of learning, and this is used to aid planning for their individual needs. However, due to the organisation of record keeping between the two rooms, children's records do not always clearly show the progression they have made and that teaching has been successful in moving children on.

Children appear to be very happy and keen to take part in activities, therefore, they listen and concentrate well during activities. They confidently talk openly during activities to express their ideas and experiences. They are exposed to linking letter sounds on a regular basis and make very good progress in their pre-reading and writing skills. They benefit greatly from the opportunities to go off into small groups to practise their skills. This also helps to prepare them for school. Children are very competent in number recognition and are able to use practical activities to practise mathematical development, for example, by playing group games.

Children are competent in using programmable toys and equipment and resources are being increased regularly. They have good opportunities to explore culture and beliefs and are beginning to use the local environment to reinforce this. Craft and role play activities give the children opportunities to express themselves creatively. Sometimes, they can be very adult directed, but staff are ensuring they are giving children more opportunities to use their imagination. Children have lots of opportunities to access sand, water, play dough, and painting activities and enjoy doing so. They really enjoy taking part in music and movement sessions and some children take part in ballet classes that are taught by a specialist teacher.

Helping children make a positive contribution

The provision is satisfactory.

Equality of opportunity and anti-discriminatory practice for all children is actively promoted. Children have access to a sound amount of resources that reflect diversity and equal opportunities. Children celebrate festivals and cultures from around the world at a level they can understand. Staff have a list of festivals they use to plan activities throughout the year.

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

There are systems in place to support children who have identified learning difficulties and/or disabilities. Steps are taken to promote the welfare and development of the child within the setting, in partnership with the parents and other relevant parties. However, staff are not always consistent in ensuring the child's individual education plan or next steps of development are completed and reviewed regularly. This can hinder the children's progress.

Behaviour is generally good throughout the setting. Children on the whole are helped to understand responsible behaviour. Most of the staff reinforce consistent and appropriate strategies, according to the age and stage of development, to help children understand right from wrong. Children are treated with respect and are given lots of meaningful praise and encouragement to promote their self-esteem.

Children benefit from sound relationships between their parents and staff, helping them receive consistent care both individually and as a group. Parents receive daily feedback from the staff at the end of the children's session. This ensures that information is shared with the them. Staff encourage parents to record in an on-going diary of activities and events in the children's lives. This ensures stronger links between home and the setting. Parents are also kept informed with what is happening in the setting through regular newsletters.

Partnership with parents is good. Parents receive some information about the Foundation Stage and how children learn. This ensures parents understand that play has an important role in developing children's skills. Staff involve parents in their child's learning; they are encouraged to spend time with their children during the nursery day, for instance, to assist on trips or promoting cultural awareness. There are planned formal opportunities for parents to share information on their children's progress. On the whole parents stated that they are very happy with the level of education that is on offer. They find the setting very well organised and staff very approachable and caring.

Organisation

The organisation is satisfactory.

Children are kept safe from harm as the manager is aware of how to protect them from non-vetted people. All staff are thoroughly vetted when they have started at the setting. The manager ensures there are appropriate numbers of staff for the children that are present, however, during the ballet session good use is not made of the available space. This has an effect on the activities that the children are able to participate in.

All the required records, policies and procedures which contribute to children's health, safety and welfare are in place. All registers are being used and children are signed in and out of the setting by their parents. However, it is not clear which rooms these children are based in, which has an impact on the register when called for a fire drill.

Overall the setting meets the needs of the range of children in its care.

Leadership and management of the nursery education are good. There is a strong commitment to develop and improve the provision and good use is made of outside support from the local authority. The manager plays an active daily role in the setting. However, the systems to monitor and evaluate the curriculum and care that is on offer, in order to identify strengths and promptly address areas for improvement, are not effective. Equality of opportunity is promoted and discrimination tackled effectively so that all children make good progress. The provider is proactive in promoting an inclusive environment in which every child matters.

Improvements since the last inspection

At the last care inspection three recommendations were set. Improvements are still ongoing in relation to ensuring that children are able to express their creativity. Improvements have been made with regards to record keeping as the registration system for children now includes the arrival and departure time. Children's safety has now been improved as there is now a child protection statement, which includes the procedures to be followed in the event of allegations being made against a member of staff.

At the previous education inspection five recommendations were raised. Most staff are trained in the six areas of learning to enable them to effectively extend children's learning. However, this is still ongoing as staff are currently receiving training in this area. Parents are now provided with detailed information regarding the early learning goals and have opportunities to take part in their children's learning. Within the programme for creative development, staff are now providing more opportunities for children to independently explore their own ideas and imagination, but they are still developing this further. Within the programme for personal, social and emotional development, staff now ensure that children have opportunities to explore and find out about the community around them through real or first hand experiences. Children now have more opportunities to use and explore everyday technology to support their learning through programmable toys and equipment.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted, which required the provider to take action, relating to National Standard 2 – Organisation, National Standard 12 – Working in partnership with parents and carers and National Standard 13 - Child protection.

Concerns were raised that adult to child ratios were not being met, the setting was not working with parents and carers and that there were no staff with child protection training. Ofsted liaised with another agency who agreed that Ofsted would conduct the investigation into these concerns. Ofsted conducted an unannounced visit to this provider. During this visit the inspector spoke with staff in relation to their understanding of child protection issues and reviewed their policies and procedures and the children's attendance registers. This visit identified that the provider was not meeting National Standard 2 and one action was set to ensure the registers of attendance are accurately maintained. A response to this action was received from the provider confirming steps taken met the National Standards. In view of this Ofsted took no further action. This provider remains qualified for registration.

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):

- devise and implement systems for children to gain independence during meal times and through general activities during the day
- ensure risk assessments have sound details for the prevention of harm to children with allergies
- ensure that the next steps of children's development are clearly identified and the use of work sheets is limited
- ensure staff are deployed well and good use is made of the space provided to ensure effective running of 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):

- continue to improve the planning systems to ensure it is consistent between the two foundation stage rooms
- improve the current systems to monitor and evaluate the education and care that takes place (also applies to care)

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