

Broadgate Nursery

Inspection report for early years provision

Unique reference number	144555
Inspection date	14/10/2008
Inspector	Lynn Palumbo
Setting address	21 Curtain Road, London, EC2A 3LW
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Broadgate Nursery opened in 1991. It is a private day nursery situated in the London Borough of Hackney close to the City of London. The nursery is one of a group of nurseries belonging to the Bright Horizons International Company which operates this nursery on behalf of Deutsche Bank. There are interconnecting rooms between areas for younger and older children. There is a split level outside play area. A maximum of 50 children may attend the nursery at any one time. It is open from 07.30 to 18.30 from Monday to Friday for 52 weeks per year.

There are currently 24 children aged from three months to under five years on roll. Of these, four children receive funding for nursery education.

The nursery employs 11 members of staff, of whom eight hold appropriate early years qualifications and three are working towards a level three qualification. The nursery has visiting enrichment activities for yoga, French and computer studies. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Children are happy and all staff strive for improvement to provide high quality care and education. Staffs good knowledge of child development and of each child ensures that children are included and are making good progress. Children really enjoy exploring the well organised, stimulating play environment that the provision provides both indoors and outdoors. However, they are still to develop a breadth of resources for sensory exploration and promoting diversity to extend their existing good practice. Children benefit from the provisions effective evaluation of the service they offer and their commitment to on going training. Parents are well informed through comprehensive records they keep, the clear written policies they provide them with and the time staff take to talk to parents.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that suitable or appropriate deputising system is in place
- ensure written assessment details are transferred from the baby unit to the preschool area.
- ensure that when staff are away from the setting that at least one person with a paediatric first aid qualification is on the premises at all times when children are present.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure appropriate resources are available to enable children to learn the value of diversity in others and grow up making a positive contribution to society
(Organisation)

03/11/2008

The leadership and management of the early years provision

Children are safeguarded and the good care is underpinned by the comprehensive and effective policies that the organisation have developed. These include settling in procedures, how to make a complaint, health and safety and child protection. Rigorous recruitment and vetting procedures are adhered to. However, additional staff are to become qualified in the paediatric first aid course to ensure sufficient cover should a member of staff be absent or take part in an outing.

The setting is lead by a qualified and experienced manager who has a clear vision of effective practice and how to meet children's needs. Staff are deployed effectively, resources ensure that children have access to a varied and interesting range of resources both inside and outside. However, the deputising system is not always efficient when the manager is absent. Policies and procedures are well managed to support children's welfare and all staff are aware of their roles and responsibilities. The senior management team have provided many opportunities for staff to extend their skills and knowledge through training and all staff are either fully or becoming aware of the new legislation.

The manager has completed a self evaluation document, which is critical and identifies major impacts for improvement thus ensuring the quality of care and education provided to children is strong and consistently progressing towards higher goals. Additionally, the manager has a very effective development plan in place which identifies weaknesses and how the areas have been successfully improved. This identifies that all actions for improvement raised at the previous inspection have been dealt with well.

Parents are able to support their children's learning and enjoy finding out about their achievements through daily conversation with the key workers and by looking at individual child profile folders that the key workers are developing. The manager has good relationships with parents and local organisations to ensure children's needs are met and they gain a sense of belonging to the wide community.

The quality and standards of the early years provision

Children are making good progress within the Early Years Foundation Stage. They are supported by well qualified staff, some who are naturally reflective in their teaching and have clear understanding of how children develop and learn.

Children benefit from a very good balanced range of child and adult led activities throughout the whole setting which helps to manage children learning effectively. An example of this is when children enjoy making a leaf collage, which provides good opportunities for developing vocabulary, counting number and exploring media and materials.

Children benefit from a very good range of resources which covers all of the curriculum and these are used well by staff to encourage children to progress. An example of this is when babies explore a range of musical instruments and younger children explore a genre of books, holding with care, looking at the pictures and listening to the key worker. However, the setting does not have many resources which relate and reflect disability, such as posters, puzzles, books and toys.

The design of the nursery is very effective ensuring that children and adults can move freely throughout. All equipment is age appropriate so that all children can access challenges that help them to develop at their own pace. All the rooms are bright, and children's work and other learning resources are creatively displayed. The outdoor play area is effectively organised, staff set up activities before children arrive. However, the area is small and some children fall over when others energetically move around on scooters and tricycles. The secure upper garden provides an ideal enabling environment. An example of this is when children show curiosity and interest when they water the plants and herbs.

Skilled staff are good at looking at the whole child, encouraging their independence. An example of this is at lunch time, all children in the setting eat very well with relevant cutlery and crockery. Children are able to self serve and staff take opportunities to talk to children about the healthy foods and its links to the forthcoming Yoga class, which further contributes to the development of their social skills. After all meals and snacks children wash their hands.

Medium term plans are in place in the preschool area and short term planning throughout the whole provision is comprehensive and purposeful, observations enable staff to identify next steps for learning. However, this is not consistent throughout the whole time the child is in the nursery. For, example when a child moves from the baby unit into the preschool area. Although staff are skilled and have very effective key person system in place; they do not meet all children's individual needs at present; resulting in missed learning experiences that could further develop children's development. However, staff are reflective and are making strong progress with differentiation.

Staff have a strong relationship with parents which makes them feel welcome in the setting, ensuring that they have information relating to the child's welfare and daily activities. Parents voluntarily provide resources for the nursery to incorporate into their daily activities. Children's individual needs are recorded when they join the setting and this information is updated with support from parents.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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.