

Battersea Day Nursery

Inspection report for early years provision

Unique reference number	EY288475
Inspection date	25/03/2009
Inspector	Angela Ramsey
Setting address	18 Latchmere Road, Battersea, London, SW11 2DX
Telephone number	0207 228 7008
Email	
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 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

Battersea Day Nursery has been registered since June 2004 and operates from five rooms in a converted building. It is situated in Battersea in the London Borough of Wandsworth. The nursery is registered to care for 79 children aged three months to five years. 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 65 children on roll. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A total of 18 staff are employed to work with the children. Of these, 11 including the regional support manager hold appropriate early years qualifications. The setting receives support from the local early years advisory teachers.

The nursery is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time at the nursery. Staff have a sound awareness of children's care needs, which helps children feel settled and secure. Partnerships with parents and other agencies have been established. This contributes to the needs of all children being met and children benefit from any additional support needed.

A range of activities are offered, however, they are not consistently planned well to ensure that each child's individual learning and development needs are met. Observations are completed, however, these do not always identify the learning priorities for each child.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment arrangements to enable staff to identify learning priorities, plan relevant and motivating experiences for each child and the opportunity to record all information
- ensure planning includes the outdoor play area
- continue to develop links with parents to further promote children's learning and development

The leadership and management of the early years provision

Staffing arrangements and recruitment procedures ensure that children are always well supervised and cared for by qualified and experienced staff. Members of the staff team have undergone appropriate checks to establish their suitability. Overall, staff have an understanding of their role and responsibilities regarding safeguarding, ensuring appropriate procedures are followed in the event of a child protection concern.

Regular risk assessments on the premises are also conducted by the staff, in order to reduce hazards. Emergency evacuation drills are practised. Rucksacks packed with essential items are available in readiness in case the building has to be evacuated.

Policies and procedures have been devised and these are shared with parents. Staff share information with parents on a daily basis, either through discussion or communication books. This ensures the care needs of all children are met. However, parents are provided with less information about children's developmental progress, or about the purpose of activities, to enable them to offer a more consistent support to their child's learning at home.

Inclusive practice is promoted and successful links with parents and therapists have been formed. Staff are kept informed of children's progress. This ensures that all children have their welfare needs met.

The manager demonstrates a commitment to improvement. An action plan highlighting key areas for improvement has been formulated to improve outcomes for children.

The quality and standards of the early years provision

Children attending the nursery are making progress in their learning and development. Children with additional learning and/or development needs are identified and their needs met. On the whole children are happy, sociable and communicate well with their peers and members of the staff team. Staff sit with the children and support them as they participate in the activities available. Some members of the staff team have attended the Early Years Foundation Stage (EYFS) training. However, the current system for planning activities does not include planning for the outdoors.

Each child is assigned to a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for children's next steps in learning. Although some staff have started completing observations, some are incomplete and the information gathered is not used effectively to forward plan and identify next steps for children's individual learning.

Resources that promote diversity, such as dressing-up clothes, books and puzzles are available, which enable children to learn about different cultures. Some

children in the pre school are able to say the names of some colours in Japanese. The settings action plan has identified the introduction of the celebration of a wider range of cultural festivals to further promote inclusion.

Babies are able to explore resources and toys by using their senses. For example, when playing with interactive toys, such as activity centres they enjoy pressing buttons, listening to sounds and watching eagerly to see what happens next.

As the younger children become mobile they are able to pull themselves up to a standing position using the furniture and look at their reflection. Young children are encouraged to develop their curiosity, coordination and physical abilities as they move around the safe and interesting environment within the baby room. This results in children being active learners. Staff encourage children's language skills by engaging them through conversation and through looking at books with them. Young children also practise their language skills by having pretend conversations on toy telephones.

New children to the setting settle well according to their individual needs and parents are encouraged to stay with their child initially. As the days progress parents leave their children for short sessions until their child is settled.

Children are encouraged in their personal, social and emotional development. Relationships have been formed with peers and staff. Children are expected to take turns, assist staff with tidying away the toys and setting the tables for lunch. At lunch time children serve themselves.

Children are supported in developing their knowledge, skills and understanding that help them to make sense of the world. For example, staff show them how to care for the nursery's pet rabbit and the importance of caring for and watering the plants. Few opportunities are provided to enable children to identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

Wholesome meals and snacks are prepared on the premises by the cook. Children's dietary requirements are catered for. Staff eat with the children and this is a sociable occasion that provides staff with the opportunity to talk to them about subjects, such as healthy eating.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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