

# Active Learning Fulham Nursery

Inspection report for early years provision

---

**Unique reference number**

EY353030

**Inspection date**

22/04/2009

**Inspector**

Angela Ramsey

**Setting address**

Grove House, Bagleys Lane, LONDON, SW6 2QB

**Telephone number**

02030319095

**Email**

duanne.thomas@active-learn.co.uk

**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

Active Learning Fulham Nursery has been registered since June 2007 and operates from ten rooms within in a refurbished building in the London Borough of Hammersmith and Fulham. The nursery is registered to care for 99 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 92 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 principle 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 good. The staff team create a safe, stimulating and fun environment where all children are included and feel welcome. Children enjoy a wide range of activities and resources which support their development and interests. Staff observe, monitor and assess children's achievements. A system is in place to evaluate the provision which involves the views of parents and staff which is effective in identifying strengths and areas for improvement. The views of the children are also taken on board and their ideas incorporated into activities.

## What steps need to be taken to improve provision further?

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

- ensure all visitors sign in and out of the premises
- ensure all children have clean hands before eating their meals and snacks

## The leadership and management of the early years provision

The principal, vice principal and regional principle manager work well as a team. They are all enthusiastic, passionate and work together with the staff team and recognise the importance of continuous assessment and monitoring. This ensures that good standards within the setting are maintained.

Effective recruitment, vetting and induction procedures ensure that all staff who

work with children are suitable to do so. Staff and resources are well deployed. All staff are actively encouraged through regular supervision to continue their professional development and training to widen their knowledge and improve their practice to support children's welfare and learning.

A comprehensive range of policies and procedures underpin the smooth running of the setting. Risk assessments are conducted routinely, therefore, staff are able to manage or eliminate any potential hazards. Children and staff practise the emergency evacuation procedures on a regular basis. This enables children to become familiar with the routine in the event of an emergency. The video camera system throughout the group rooms and outdoor play area gives top priority to children's safety. However visitors are not always requested to sign in and out of the nursery.

Parents/carers are fully involved in their children's learning. Staff talk to parents on a daily basis and provide written information of their children's care needs. As well as these parents evenings are arranged. Regular active mail (emails) keep parents abreast of up and coming events. Parents are also provided with reports which detail their children's achievements.

Inclusive practice is promoted ensuring that all children have their welfare needs met and achieve well. Effective links with parents/carers and external agencies or services such as portage workers, speech and language therapists ensure children receive the support needed.

Continual improvement is viewed as a priority. Systems are in place to monitor and evaluate the provision. This is achieved through regular staff meetings and the seeking of views from parents/carers and the children.

## **The quality and standards of the early years provision**

Children are based in group rooms according to their age group. During the day the children have sessions in other rooms in the building. Such as the IT and technology studio, art studio, science and discovery studio, performing arts studio and sensory room. Children happy and are making good progress, this is due to the fact that the staff team plan and evaluate a wealth of highly enjoyable activities, which both supports and challenges children's development.

Each child is assigned to a mentor whose responsibility it is to ensure observations are completed and that these observations are used to plan for children's next steps in learning. Photographs of the children engaged in various activities are also used to illustrate the wealth of learning opportunities offered to the children. Staff have implemented an effective system to track the children's progress through observation. Children's achievements are recorded under each area of learning and the next steps are planned for. This ensures that children are sufficiently challenged and their individual needs for learning met.

Babies are able to explore resources and toys by using their senses. For example, when playing with activity centres they enjoy pressing buttons, listening to sounds

and watching eagerly to see what happens next. Young children are encouraged to develop their curiosity, co-ordination 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 through conversation and through looking at books with them and pointing out and naming objects.

The babies also enjoy taking part in creative activities. Hand printing provides the opportunity for children to feel the texture of the paint and watch the result as they are assisted to make prints on paper. Activities that enable children to explore and investigate are also provided. For example, flour and water are mixed together to form a sticky consistency. The babies also enjoy playing with shredded paper.

Music sessions are a firm favourite the children enjoy listening to and playing the instruments. During dance sessions children move in time to the classical music pretending to gallop like horses and march like soldiers.

The outdoor play space is effectively used. Children can manoeuvre wheeled toys and stop at the real life traffic light. Children are able to practise their climbing skills on the climbing frame. Children are happy and are making good progress in their personal, social and emotional development. This is due to the fact that children are well supported and staff have high expectations of behaviour. For example, children are expected to take turns and share. Children also assist staff with tidying away the toys.

Meals and snacks are prepared on the premises. These are organic, balanced and nutritious. The cook caters for children's specific dietary requirements. Meal times are sociable occasions, staff sit with the children and engage in meaningful conversations. At lunch time the older children serve themselves. Children's self-care skills are encouraged as the older children wash their hands and clean their teeth. However staff do not always ensure that the babies have clean hands before eating their snack or lunch.

Inclusive practice is well promoted within the nursery. Children attending who have English as an additional language are well supported. A variety of resources that depict positive images of diversity including posters, photographs, books and small world figures are available. The providing of these enables children to be aware of and embrace differences.

Labelled resources encourage children's recognition of letters and understanding of the written word. Opportunities for children to write and mark make are also provided, for example, some of the pre-school children are able to write their name. Children are confident communicators. They listen attentively to stories.

Opportunities for children to practise problem solving, reasoning and numeracy skills are provided. For example, children sing songs to reinforce numbers. Children are beginning to understand the concept of simple addition and subtraction. Whilst using sand to fill containers children use language such as full and half full.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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