

Looking Glass Day Nursery

Inspection report for early years provision

Unique reference number EY385379
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Inspector Janet Sharon Williams / Marcia Robinson

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Type of setting Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Looking Glass Children's Day Nursery is an established nursery that registered under Casterbridge Nurseries Limited in September 2008. It opened in 2003 and operates from two floors of a purpose built premises, located on a large estate near Tooting Bec Common in the London borough of Wandsworth. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year, excluding bank holidays. All children share access to a secure enclosed outdoor play area. A maximum of 172 children may attend the nursery at any one time. There are currently 246 children aged from three months to up to eight years on the roll, who attend a variety of session.

The nursery offers care for children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 47 staff, of whom most have an early years qualifications. The nursery is accessible by ramp and has two mechanical lifts which allows access to the upper floor. The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are able to effectively progress through the balanced range of resources and play materials, good routines in place, and staff focusing on children's learning and development. Self evaluation is updated to identifying staff needs and making improvement through addressing weaknesses and improving strengths. Developing and promoting inclusive practice is in place through staff working with parents, meeting the needs of children whom speak English as an additional language, local schools and identifying children with special educational needs and/or disabilities.

What steps need to be taken to improve provision further?

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

- ensure parental permission is obtained for administering nappy cream
- develop a system for observations and assessments for children attending the out of school club.

The effectiveness of leadership and management of the early years provision

The quality of the provision ensures that children's welfare and learning and development is effectively promoted meeting the needs of all children being cared for. Effective, consistent and frequent risk assessments are carried out both indoors and out. The safety of the building ensures that children are kept safe, no one can enter the premises without ringing the door bell, and the close circuit

camera enables staff to monitor parents and visitors before entering the building. Each day, staff are responsible for ensuring areas indoors and out are suitable and safe for all children being cared for. There is clear evidence that staff are aware of issues surrounding safeguarding and protecting children. For example, they are able to describe clearly the signs and symptoms of abuse, keep records and maintain confidentiality. Most staff have attended a safeguarding and protecting children training course. Good self evaluation demonstrates the capacity for further improvement. Creative and effective procedures are in place for building staff moral and enthusiasm, such as staff and room of the month. This has an overall impact on staff focusing on the quality of care provided and ensuring children thrive within the environment. The good deployment of staff allow for children to feel safe and secure.

There is clear evidence that practices reflect providing quality care for individual children. Systems are in place to gather information about all parents and children. Accidents and medication administered are clearly recorded and relevant permission has been obtained for outings and emergency medical treatment. However, there is no evidence to show that permission is acquired for administering nappy cream.

The organisation of the nursery in all group rooms allows for younger and older children to make their own choice about what they want to play with. Effective use is made of the available space to provide an attractive learning environment where children can independently access a wide range of resources. Most group rooms have an organised home and book corner and an area for active and quiet play. Interesting and stimulating activity plans clearly identify all areas of learning to ensure children achieve the foundation stage of learning. Partnership with parents is effective. Staff frequently share information with parents. Parents of children in the babies and young children's group room receive daily feedback forms. This enables them to know what their children have had to eat and their sleep routine throughout the day. Positive and clear feedback received from parents and carers indicate that they are happy with the care and learning provided. However, a few suggested that they would support a structure for developing a wider knowledge of the Early Years Foundation Stage. Twice a year parents' evenings are organised where staff share children's progress files. There is also a newsletter issued each month to inform parents about future events or what has happened within the calendar month, such as children's birthdays and announcing sibling births. Partnership with parents exceed through parents' views being heard through a suggestions and comments book. There is also a Parent Nursery Association, whom organise fundraising events and discuss how they can be more fully involve within the nursery. All in which effectively contributes to children's well-being and education. Staff ensure that they build a secure working relationship with local schools and the local authorities early years department. The nursery currently has no children with special educational needs and/or disabilities. However, good support would be offered to promote their well-being and education. For example, the appointing of additional staff.

Documentation in place ensures that all relevant and mandatory details are gathered from parents and carers prior to placement. Policies and procedures in place are comprehensive and staff are aware of all the mandatory documentation

relating to the Early Years Foundation Stage promoting children's welfare and education.

The quality and standards of the early years provision and outcomes for children

Children arrive happy at the nursery each day and quickly settle into the routine. Activity plans provide balanced and interesting learning opportunities for all children being cared for. Staff understanding of the Early Years Foundation Stage Framework enables them to plan for each child. Observation and assessment reflect and identify children's learning needs through their stages of development. Each week these are evaluated to plan a stimulating and fulfilling activity programme. However, this is not fully established with the learning and development of children attending the out of school club. Older and younger children are continuously able to benefit from the wide range indoor and outdoor play. Throughout the day, children are able to move freely and independently. For example, the access to a large outdoor play area allow for children to run freely and have plenty of fresh air. Resources and play materials are available for younger children to pull themselves up. Frequent outings are organised throughout the year to places of interest, such as to a local pet shop, the park and library. This complements various topics and contributes to their community links and the local environment. Children also learn about the wider world through addressing and acknowledging other festivities and celebrations, such as black history month and Diwali.

Children have good personal, social and emotional skills. For example, older children at snack time help themselves to fruit, can cut them up and sit in small groups with or without staff assistance. Children except the needs of others, offer and assist each other in their play. They are also able to show concern for others, for living things and the environment. Creative art and craft work displayed around the nursery provides full evidence of how children explore and experiment using a range of colours and materials for collages, paper mâché and various paint work, such as finger and print painting. Older children enjoy listening to stories in small groups and during one to one sessions. Staff consistently talk to the children and ask them open ended question to make them think. Children know and can write their own name and identify their name on arrival each day. Younger children enjoy songs and rhymes, and respond through smiles and clapping their hands. All in which contributes to children's communication and language. The strong staff and children relationship enables children to feel safe. The key person system enables staff to identify areas of concerns and work with children on a one to one basis or support them in adult led activities.

Children continue to develop a healthy lifestyle through establishing good hygiene habits. Routines in place ensure their well-being is effectively promoted relating to practices. Younger children's hands are cleansed before meals and older children know how to wash their hands after messy play and before meals. Staff routine ensures that areas used by the children are frequently kept clean, such as the nappy changing area. They also ensure that they change their apron and gloves after each nappy change. Meals and snacks provided are well balanced and

nutritious serving healthy options, such as fruit and vegetables, which are offered for snacks. Fresh drinking water is readily available for all children and consideration is given to those whom are unable to ask for one themselves.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Met