

Baby Room

Inspection report for early years provision

Unique reference number	EY387820
Inspection date	24/06/2009
Inspector	Mauvene Burke
Setting address	18 Old Town, Clapham, London, SW4 0LB
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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 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).

Description of the setting

Baby Room Nursery was opened in 2009. It is one of three nurseries run by Baby Room Nurseries Limited and operates from four rooms in a building in Clapham, London. Children have access to an enclosed outdoor play area. It is open each weekday from 08:00 to 18:30 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 33 children may attend the nursery at any one time. There are currently 34 aged from birth to under five on roll, some in part-time places. The nursery currently supports children with learning difficulties and/or disabilities.

There are 13 members of staff, nine of whom hold appropriate early years qualifications to at least NVQ level 2, whilst three are working towards level 2. A housekeeper is employed on the premises.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory with some good elements. Staff provide a welcoming, relaxed environment where children's learning and development needs are suitably met. However, children's welfare may not be sufficiently safeguarded as vetting procedures are not fully implemented. Children are making reasonable progress towards the early learning goals as staff have an understanding of the learning goals. The support offered for children with additional requirements is satisfactory, which means they are fully included in the setting. There are some effective methods in place for self-evaluation, and the owner keeps up-to-date with changes and good practice, which contributes towards continuous improvement.

What steps need to be taken to improve provision further?

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

- provide a range of everyday objects for babies to explore and investigate
- provide as much opportunity as possible for children to move freely between indoors and outdoors and ensure that enough emphasis is given in the overall programme
- ensure that there is consistency for all children regarding the next steps of their development and that the observational assessment informs the planning for each child's continuing development through play-based activities
- develop staff's knowledge in safeguarding children procedures and confidence in recognising signs and symptoms of abuse
- ensure resources reflect the diversity of children and adults within and beyond the setting

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

- ensure that people whose suitability has not been checked are not allowed to have unsupervised contact with children who are being cared for (Suitable people) 15/07/2009
- improve the record of risk assessments so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation) 15/07/2009
- ensure that an accurate record of the hours of children's attendance is maintained at all times (Documentation) 15/07/2009

The leadership and management of the early years provision

The setting runs smoothly on a day to day basis as staff work well together and know what is expected of them. There is a strong team spirit and staff throughout the setting work in a consistent manner. They have a shared purpose and collaborative approach to children's welfare and education based on the principles of the Early Years Foundation Stage (EYFS). All staff complete an in-depth induction programme that covers the setting's policies and procedures and most demonstrate a secure understanding of the child protection procedures. However, not all staff are secure in their knowledge of the possible signs and symptoms that may indicate child abuse. This could put children at risk. Risk assessments are carried out for most areas of the provision and a record of these are kept. There is, however, no evidence to show that risks are being reviewed regularly or the action that has been taken to show how risks have been minimised. This is a requirement of the EYFS. Nonetheless, comprehensive risk assessments of all outings undertaken by the children are fully in place, thus ensuring that children are kept safe when away from the setting. Although, in general, there are robust recruitment procedures in place, some unvetted staff change nappies without close supervision from a vetted member of staff. This means that children's welfare is not sufficiently safeguarded and so children could potentially be at risk.

Self-evaluation in this setting is mostly undertaken by senior leaders. It identifies most of the strengths and weaknesses of the early years provision and there are plans for future improvement.

The setting works very effectively with parents to support children's learning. Communication is clear and keeps parents well informed about the setting and its provision. Parents value the settling-in period for children, which helps staff to clearly establish what children know or what they can do. There are regular opportunities for parents to speak to their child's key person and are particularly happy with the way information is shared about their child's day via the detailed daily feedback forms. Parents are encouraged to take part in social events, such as picnics, as a way of meeting all the staff team and other parents and their children. They are kept informed about events occurring within the setting by way

of a newsletter. Parents are actively involved in their children's learning and well informed about how to support this at home. Staff liaise closely with other professionals when needed to provide support and an inclusive environment for those children who may have additional learning needs.

The quality and standards of the early years provision

Most children arrive at the setting happily and quickly settle down to the nursery routines. The key person system that is in place ensures that those children who take a little longer to settle are quickly reassured and comforted by people whom the children know and trust well. As a result, the individual needs of the children are met very well and relationships between adults and children are forged, ensuring children develop a sense of belonging at a very early stage. Children are given choice and access self-initiated and organised play experiences freely in an environment that has been equipped to largely promote their independence and inclusion. Children benefit from a reasonable range of resources, which are available to them within the welcoming and well-maintained setting. Although the setting has some resources with positive images of diversity and celebrates a few cultural festivals, such as the Chinese Boat festival, resources are not used effectively within day to day activities to promote equality of opportunity. As a result, children have limited opportunities to learn positive attitudes and respect diversity.

Children are making reasonable progress in their learning and development because all staff have a sufficient understanding of how children learn through their play. All children attending the setting demonstrate good levels of involvement in their chosen activities and sit and concentrate for long periods, for example, when listening and following instructions during the singing session. Babies and toddlers are developing their ability to communicate because staff constantly talk to them. Staff skilfully support older children's language through asking them carefully thought out questions, through the introduction of new words and by giving them clear instructions, for example, explaining the rules of the matching card game. Babies respond to words and interactive rhymes, such as 'clap hands' and are beginning to show an interest in stories and songs. Whilst older children are beginning to understand that print carries meaning as they make their own story books. Children are using a range of small and large equipment with increasing control, for example, paintbrushes, pencils and crayons. Children have daily opportunities to play outdoors but this is not simultaneous with indoor play and the provision for outdoor play is not given enough emphasis in the overall programme of the setting. There are, however, good opportunities for children to be creative as they explore textures, for example, babies explore paint mixed with glitter whilst older children experiment with a range of media, such as feathers, sand and sequins. Babies do not have enough opportunities to explore a range of natural and everyday objects as most of the resources available to them are made from plastic.

Observations are made of all the children attending, however, the assessments are inconsistent throughout the setting. For example, not all staff identify or record the next steps of learning for the children whom they observe and those who do do

not always follow through the next steps through the planning.

Children's safety is well promoted within the setting. Security of the setting is good, ensuring that children are unable to leave unsupervised and all visitors are recorded as they enter. However, staff do not ensure that an accurate record is maintained of the children's hours of attendance. This is a requirement of the EYFS. Children are becoming increasingly aware of their own safety as they take part in regular emergency drills and through the routines when they move around the premises or go to the outside play area. The good hygiene procedures that are in place promote children's health and welfare. Children behave well and are learning to share, regardless of their age and level of understanding. For example, toddlers show an awareness of their own and other's belongings and will offer a toy to a child if they are upset. Children are therefore learning skills they need in the future.

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?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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?	3
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

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