

Pimlico Nursery

Inspection report for early years provision

Unique reference number

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Inspector

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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).

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

Pimlico Nursery was registered in 2008. They operate from a two storey listed building which previously housed a church school in the City of Westminster. The nursery is situated on the ground and upper floor and comprises of three main playrooms, toilets, laundry, baby sleep area, offices and staff facilities. The pre-school room, toilets and kitchen are situated on the ground floor. There is a fully secured garden with a fenced area for different types of play. The nursery serves families from the local community as well as from the wider community. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide 66 places for children aged under eight years old. There are currently 60 children in the early years age range on roll attending. Children attend a variety of sessions each week. The nursery is open five days a week, 50 weeks of the year, between 8.00am and 6.00pm. All staff hold early years qualifications. The nursery is part of a group which operates its own National Vocational Qualification training scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a setting where their welfare and emotional well being is given high priority. They are well settled and growing in confidence, benefiting from play and learning experiences that encourage their individual development very well. Staff have a thorough understanding of the Early Years Foundation Stage (EYFS), therefore, the learning and development opportunities are exceptional and support each child's personal development well. Priority is given to providing an inclusive environment which allows the children to grow and to learn and develop in a very positive atmosphere. Good relationships with parents result in information being shared well and very close links are being built with other settings that children attend. The manager demonstrates a very good commitment to continual improvement through supporting staff in attending ongoing training and by using the self-evaluation system to identify areas for future development.

What steps need to be taken to improve provision further?

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

- ensure that children, particularly in babies and toddler group rooms, have an appropriate range of activities, resources and books
- continue to develop resources which provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- enhance diversity by displaying words from home languages used by the children and invite parents and practitioners to contribute to them.

The effectiveness of leadership and management of the early years provision

The overall welfare of children is positively safeguarded because the manager and her staff team demonstrate a strong commitment to act in their best interests at all times. Staff have a good understanding of safeguarding issues and are knowledgeable about possible signs and symptoms of abuse. They know the action to take if they have concerns about a child and are aware of the role of Ofsted. In line with requirements, there is also a written procedure to follow should any allegations be made against a member of the staff. The setting is very well led, the committed staff team work well together, they demonstrate a clear commitment to ongoing improvements and the manager ensures that staff are professionally well informed by ensuring they are able to attend a wide range of training at regular intervals with priority given to safeguarding.

The nursery environment is very welcoming with a good range of quality purpose designed furniture enabling children to play, rest and eat safely and comfortably. However, books and resources, particularly in the younger children's group rooms, are in need of refreshing. The environment is well organised, child friendly with a balance of adult led and child initiated activity. This ensures that children make progress whilst enabling them to develop their independence skills. Opportunities for children to learn outdoors are provided and staff ensure planning for the use of the outdoor area is included; staff have identified this as an area they would very much like to develop. Staff are effectively deployed, ensuring that children are well supervised during activities. Children are encouraged to learn about safety issues and how to keep themselves safe. Risk assessments successfully identify safety issues and are used effectively to ensure children's safety and understanding of procedures.

Play materials and equipment are stored safely, within children's reach, and others within eye sight, enabling older children to see and choose what they want to play with. The staff have a good knowledge of children's individual needs and preferences. They record detailed observations regarding children's development, identifying plans for their next steps. They continue to develop individual folders with photos demonstrating what the children enjoy while in their care, these are shared regularly with parents. Parents views are sought through a parents forum and their attendance and responses are very positive. Communication is encouraged through detailed discussion with parents and through observations of children's stages of development. This enables key persons to follow individual routines, plan for children's developmental needs and support children well in all the areas of learning as they progress.

An inclusive service for families and children is provided, with emphasis on children's individual needs. Information is shared well between the key persons and parents, for example, through detailed written information in daily profiles and daily verbal communication. This results in the staff being aware of any changes, and children's home routines being followed, helping children feel secure in their care. Strong links are being built by the staff with other settings that children attend, such as local childminders, sharing information and helping to provide

continuity of care for children. This setting is very sensitive to the needs of children and their parents and are committed to encouraging and supporting parental involvement in the settling in period and inviting them to stay with their child for as long as necessary.

Policies and procedures are shared with parents, and they are given copies for their own reference. Written information is displayed and located strategically on notice boards in the hallway to make information visible. Staff have a clear understanding of how to apply these policies in practice and all records and information relating to individual children are well maintained and effectively stored to ensure confidentiality. The senior leadership team demonstrate commitment to ongoing improvement through attending training and developing their own and their staff's practices. The nursery has clear links with the local authority and other professional bodies in order to support the children attending.

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

Children's individual needs are reflected in the range of activities and play experiences the staff provide and in the organisation of the environment. For example, activities such as 'corn flour' and rice and sand are planned to encourage a child's sensory exploration. Toys are strategically positioned to encourage babies to reach out, babies are cared for in a calm and quiet environment, where they have space to explore and investigate. They gain confidence as they begin to move independently, crawling, pulling themselves up and climbing safely onto the soft edge of the giant hedgehog. Children are secure and happy in the staff's care, they smile and vocalise as they play. Their self confidence and emotional well being is promoted very well by caring, affectionate and supportive interaction with the staff. For example, staff sit with children on the floor providing close physical reassurance as they explore, supporting and encouraging as babies and toddlers increase their mobility. Close eye contact is maintained between the staff member and child, as she sings a familiar song. Toddlers join in excitedly moving their bodies as they join in the actions of the songs during their circle time, this is skilfully orchestrated by staff during a very well delivered circle time. Toddlers also enjoy exploring shape and texture as they play with the play dough; others thoroughly enjoy an activity centre, posting shapes through holes. Children are beginning to develop skills for the future, for example, they explore interactive toys, pressing buttons on a keyboard and learning that their action generates the noise made by the toy. Children concentrate as they see themselves in a toy mirror and reach out to touch their own reflection. Children's language development is encouraged very well by the staff taking turns in making animal sounds with a child, talking about what she and the child are doing and echoing children's vocalisation. Children's achievements are constantly praised and valued, encouraging them to repeat tasks and try again.

Children are learning about their own health and safety as they play and move around safely. For example, the organisation of the environment encourages them to explore safely the toys and materials in the group rooms. They are able to enjoy their lunch sitting comfortably in low chairs that support their posture very well.

They see the staff following good hygiene procedures, such as using hand gel to frequently clean their hands, and they talk to them about being clean and comfortable after a nappy change. Children's health is promoted, for example, a healthy diet of home cooked meals and daily fresh fruit is provided. Systems such as place mats, being used at meal times, indicate any dietary requirements and make sure all staff are aware of children's dietary needs. Good practices, such as encouraging children to wash their hands before meals, are promoted consistently throughout all group rooms. Children have daily opportunities for fresh air in the garden where different activities are prepared daily. Older children and toddlers benefit from daily planned outdoor play, where they enjoy running, climbing, riding bikes and wheeled toys, collecting leaves and mark making with chalks on the ground.

In pre school older children are given time and the opportunity to get involved in play that is not adult led. They have access to some resources and activities to promote a positive attitude to diversity and increase their awareness of their own culture and that of others although these are currently limited. The diverse staff group provide positive role models to the children in their responses and use of language. Children's cultural backgrounds are valued and they are supported as they learn dual languages. Through their own self-evaluation, staff in all group rooms have identified this as an area for development and using their 'wish list' hope to add to the selection of dual language books and signage in children's home languages. Staff greet one child in her home language as she returns from a recent trip. This creates a lot of discussion and interest at circle time. Staff are keen to learn about children's backgrounds that are less well known and plans to reflect these more fully include providing a kilt and some Scottish artefacts.

Children benefit from very good staff support and interaction in their learning and development. They engage in well planned and interesting experiences, that have a balance of adult initiated and child lead activities. Children are interested and concentrate well during activities. They enjoy their time at the setting and are making very good progress in all areas of learning. Staff have a comprehensive knowledge of the Early Years Foundation Stage and use this with the curriculum to plan a learning environment that offers children a wide range of worthwhile activities. Staff make regular observations of children; they use this information to assess children's progress and to plan future learning. Creative displays of photographs, posters and children's work make the well organised environment welcoming to children. All of the resources are presented on low level storage units allowing children to confidently select their own materials. When they are finished they take responsibility for replacing them, this helps to develop children's independence. Children are given many opportunities to learn about the world in which we live. Displays and a selection of books help children to identify different countries and cultures from around the world. The presentation of a range of good quality, safe resources to support core activities makes sure children gain knowledge across areas of learning. Children's current interests are recognised and planned for. A whole range of activities recently developed from children's interest in dinosaurs. A small group are totally absorbed in their play with dinosaurs; they interact and communicate with their peers as they act out their imaginary world using the very good props in the sand tray. They are very stimulated by this play and show great depths of concentration as they walk the dinosaurs through the

foliage and pieces of wood imaginatively laid out to make the dinosaurs' land more real to them. Staff continually review what activities are stimulating the most interest and build on children's ideas. Children use numbers meaningfully to find out, record and share information about how many dinosaurs they have. The adult led activities are short and to the point, making good use of time and learning through action songs and rhymes which the children thoroughly enjoy.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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