

Baby Room Nursery

Inspection report for early years provision

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Inspection date	12/07/2010
Inspector	Josephine Geoghegan
Setting address	195 Lavender Hill, LONDON, SW11 5TB
Telephone number	0207 228 8277
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Baby Room Nursery has been registered since April 1994 and is one of three nurseries run by a private organisation. The nursery operates from the ground and lower ground floor of a large Victorian premises located in the London borough of Wandsworth. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register to provide care for a maximum of 33 children at any one time. There are currently 39 children in the early years age range on roll. No children presently attend who have identified special educational needs and/or disabilities. The nursery supports 11 children who are learning English as an additional language. The nursery offers places to children in receipt of the nursery education grant. The nursery is open Monday to Friday from 8.00am to 6.30pm for 51 weeks of the year. There are 11 members of staff, including manager and housekeeper, of these, eight staff are qualified in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Clear structures of governance and accountability ensure the nursery manager is supported fully by two senior managers of the organisation. Good systems are in place to ensure the needs of children in the Early Years Foundation Stage are met well. Staff plan a good range of activities and outings that reflect children's learning and developmental needs. They provide a good balance of adult-led activities and free play, although opportunities for children to develop their independence are less well established. Staff successfully implement a range of policies and procedures in line with the requirements of the Early Years Foundation Stage, promoting children's welfare, although procedures for maintaining records relating to risk assessments are less secure. The setting shows a strong capacity to maintain continuous improvement and develop the quality of the service through self-evaluation, staff personal development and working closely with parents.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to select resources and work independently and foster their independence at meal times
- develop the methods of recording risk assessments to ensure the risk assessment and safety check records are easily accessible to staff.

The effectiveness of leadership and management of the early years provision

Secure systems are in place to help safeguard children and promote their welfare. Staff have attended relevant training and appropriate documents are available so that staff can follow procedures if they have any concerns regarding children's

welfare. All required documents are in place, which are stored and retained appropriately and shared with parents. These documents provide an accurate account of the attendance of children, staff and visitors along with any accidents, incidents or medication, helping to safeguard children's welfare effectively. High regard is given to promoting safety within the setting and while on outings. Risk assessments and regular safety checks are completed and staff work with outside agencies, such as environmental health, to ensure all health and safety requirements are met. Procedures for maintaining records relating to risk assessments are less secure, as risk assessments and monthly safety check documents travel between the nursery and head office of the organisation. As a result, tracking any concerns raised and action taken to minimise risks is less effective.

Excellent systems are in place to support staff and promote their personal development as the senior managers offer confidential coaching sessions and a continuous system of appraisal, enabling staff training needs and interests to be catered for effectively. Staff show a clear awareness of meeting children's individual needs and promoting equality. Children participate in a range of activities and outings that help them learn about cultures and beliefs. They use a range of resources that promote equality, including a good range of books written in dual languages to support children who are learning English as an additional language. No children currently attend who have any special educational needs and/or disabilities, however, staff have attended relevant training, including the Common Assessment Framework (CAF) ensuring children's needs are identified appropriately while promoting inclusion.

The senior managers and manager show a clear vision for driving improvement. They have met the recommendations raised at the last inspection and implemented improvements to the setting, such as the recent redecoration of the premises. They show regard to self-evaluations, using a range of methods to evaluate their service, including the views of staff and parents.

Partnerships with outside agencies are strong with established links and partnership working with schools, colleges and the local authority. Parents are kept well informed about children's progress through daily record cards detailing all events of their child's day including children's care, interests, activities and outings. Parents of older children are provided with written reports and all parents attend regular review meetings with their child's key person to discuss their child's care and progress. In addition, parents and children are involved in choosing topic plans and parents are offered regular newsletters relating to the three nurseries run by the organisation and about each individual nursery. Parents also communicate with senior managers by email and give comments about the quality of care; they nominate staff for an excellence award system run by the organisation. Parents report that their children are happy, settled and making good progress. They feel confident that if they raise any concerns to staff, their views are considered and acted upon promptly. Parents also report that staff liaise well with them regarding their children's individual care needs.

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

Good systems are in place to help children learn and develop. Staff offer a good range of activities and outings that promote all areas of learning and reflect the age and abilities of children attending each group room. They provide a good balance of free-play and adult-led activities, including group times with stories, songs and circle time activities. All children freely make choices of the toys available. Opportunities for older children to self-select resources, work independently and follow their own interests are limited due to the organisation of resources in these group rooms. However, children know to ask staff for toys they would like that are stored on high shelves. Children's physical care needs are met well with a good range of appropriately sized furniture and equipment available in each group room.

Children benefit from a welcoming learning environment with posters, mobiles, photos and displays of their creative work, promoting their sense of belonging. Staff are attentive and provide a good level of support and supervision to children during indoor and outside play. Clear systems of assessment ensure children's individual learning needs are identified and are used to inform the daily planning of activities which reflect all areas of learning.

Good systems are in place to help keep children safe and promote their welfare. Children participate in regular emergency evaluation drills and use wrist straps while on outings. They develop their awareness of safety and show regard to well established routines, such as lining up before going to the garden and informing staff when they are going to use the bathroom.

Children are well behaved and show good relationships with staff and their peers. They greet each other on arrival, showing a good sense of belonging. Younger children seek comfort from staff when upset and snuggle in for cuddles. In addition, children benefit from clear expectations regarding their behaviour and staff work closely with parents, ensuring any behavioural difficulties can be supported appropriately. Children learn to share and take turns during play and group times, for example, they take turns to talk to the group about the objects they have brought in from home at circle time.

Children benefit from relaxed and sociable meal times where they are able to make some choices, although their independence is not fostered at all times as cooked meals are already served; this limits opportunities for children to make healthy choices of the foods they would like to eat. Children's individual dietary needs are known and respected. They are offered a balanced diet of meals that are prepared by a catering company and served by staff. In addition, children enjoy a variety of healthy snacks and regular drinks.

Staff show regard to maintaining high standards of hygiene practice and help children learn self-care skills that promote their good health. Children adopt healthy lifestyles as they have good opportunities to experience fresh air and exercise during outside play and regular walks to Clapham Common. They also

benefit from additional physical activities as they engage in music, movement and sports sessions with peripatetic teachers.

Children show a positive contribution to their environment as they are well behaved and respond appropriately to daily routines. They have good opportunities to develop skills for the future as staff track children's individual achievements effectively and plan a wide variety of activities and outings that promote all areas of learning. Children have good opportunities to develop their language skills as staff engage children in meaningful conversations. They speak confidently and enjoy singing familiar songs from memory. Children use books purposefully and independently. They enjoy stories read by staff, developing their speaking and listening skills as they join in the story at appropriate intervals. Younger children enjoy mark making while older children draw representational pictures and clearly write their own names, developing their writing skills as they make well formed letters. Younger children persevere well as they complete large peg puzzles, developing their problem solving skills. Older children show a clear awareness of number; they are able to sequence numbers and count accurately in excess of ten. Children learn about their environment during outings in the local community.

They have good opportunities to learn about technology and design and construct using a range of materials. Children are able to develop their free creative expression while using paint and collage materials. They play imaginatively and imitate adults while using play phones. Older children explore sound while using large plastic batons and all children have good opportunities to participate in music and singing sessions.

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

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