

West Hampstead Day Nursery

Inspection report for early years provision

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Inspector Helen Maria Steven

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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*.

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Description of the setting

Asquith Court Nursery West Hampstead is one of 81 nurseries registered with Ofsted, run by Asquith Court Nurseries Ltd. The premises is a four storey house and consists of three group rooms with sufficient and suitable toilets, hand basins and changing areas, a kitchen, staff room & toilets, main office and an outdoor area for play (part is fenced off for under two year olds).

The nursery is registered on the Early Years Register. A maximum of 72 children may attend at any one time. There are currently 73 children on roll in the early years age range. Three children currently receive nursery education funding. The nursery opens Monday to Friday 7:30am - 6:30pm, 51 weeks of the year. Full and part-time sessions are available. The nursery supports children who have English as an additional language.

There are 19 members of childcare staff, including the manager. Most staff have appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the nursery and have formed good relationships with the friendly staff team. The nursery places a strong focus on supporting individual children's welfare and learning and place high emphasis on settling children effectively, affording parents up to six weeks for this gradual process. A strong new management team are passionate about developing the quality of their service and have successfully identified the nursery's strengths and areas of improvement needed in order to benefit the children. Recommendations from the last inspection have been addressed. Key areas for further development centre on building on existing good practice by developing the learning experiences and resources offered and strengthening the partnership with parents and carers.

What steps need to be taken to improve provision further?

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

- strengthen the partnerships with parents and carers to ensure that they are fully informed about their children's progress in all areas of learning
- further develop the learning environment to ensure that children have access to a challenging range of learning experiences throughout the day, including opportunities for all children, including babies, to have regular outdoor experiences and opportunities for learning which takes them into the local community

The effectiveness of leadership and management of the early years provision

Children are protected because practitioners have a secure understanding of safeguarding procedures and know when to take action to protect children in their care. Ongoing training ensures the team keep their understanding of safeguarding updated. Robust recruitment procedures are in place and appropriate checks are taken out on all staff. Effective risk assessments have been conducted to minimise hazards to children and entrance to the premises is secure with an intercom system in place to enable practitioners to effectively monitor who accesses the building. Practitioners take care to ensure that only persons known to the nursery collect children at the end of the day, for example, photographs of authorised adults are kept in each child's file.

The new management team are enthusiastic and are bringing about change to improve the quality of care for the children. A clear induction and appraisal system are in place and staff access relevant training to ensure that they have the knowledge and skills to work effectively with the children. A senior practitioner is in place to take charge in the absence of the managers and a pool of supply staff, employed directly by the organisation, cover any staff shortages or illness. The nursery management is well aware of the strengths and weaknesses of the setting and areas of improvement. There is a developing culture of reflective practice and the setting is actively seeking feedback from parents through questionnaires and comments books.

Parents speak very positively about the care their children receive and feel welcome in the nursery. They comment on the positive changes brought about by the managers and the impact this is having on their children. Due to the transition period between managers some systems have not been implemented, for example, regular meetings with parents and as a result they have not all received detailed feedback on their child's progress towards the early learning goals. However, they are able to access their children's files and speak to their key persons at any time. There are detailed policies and procedures in place, which parents can access with ease and they can also view information via the organisation's website. Systems to monitor children's progress towards the early learning goals are being improved to enable them to consistently identify any gaps in children's learning. There are currently no children with special educational needs attending and none of the children use other provisions that deliver the Early Years Foundation Stage (EYFS). However, the practitioners are proactive in developing links with other agencies and will forge appropriate liaisons when the need arises.

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

Children enjoy their time at the nursery and feel safe and secure. Babies have an individualised settling in programme and they sleep, eat and are changed according to their individual needs. Planning of the curriculum focuses on the individual needs and interests of the child. Routines include a balance of child-led

and adult-directed activities. A well organised system is also in place to observe and assess children's learning progress; each child has a book called 'My Incredible Learning Journey'.

Staff make notes continually on children's development and gather information on how individual children respond to the activities. These records are successfully used to plan the next learning steps for children. Children are supported in making choices about their play as they access good quality resources independently and are learning to take responsibility for their environment by putting their things away when activities are finished. The environment is welcoming, for example, soft cushioned areas and mobiles in the baby room and furniture is appropriate for the ages of the children in each room. However, at times in the day, for example, after babies wake from sleep, the available learning experiences are uninspiring. Older children have opportunities to access the outside area every day and individual plans include outdoor experiences. However, babies do not routinely access the garden despite their being a designated area for them with artificial grass and soft flooring.

Children are introduced to the pleasure of books as they relax in the cosy book areas and read with adults. They enjoy singing favourite songs and enthusiastically join in with the actions. Children mark make, choosing their media from a well equipped art trolley, however they are not supported to label their work as there is no examples of their names. Children's numeracy skills are supported by practitioners who use mathematical language in discussions and label resources such as the trikes in the garden. Practitioners help children to work out how to play a board game, discussing the rules together and ensuring they understand how to play and can participate meaningfully. The good staff interaction means that children's enjoyment is enhanced and their learning promoted. Toddlers have opportunities to develop their skills by using a camera, and see the results of this on display. Children learn French each week with a specialist teacher and community languages are on display throughout the nursery. They enjoy exploring natural resources after a recent snowfall children had lots of fun making foot prints in the snow and exploring the sensation of ice. Currently there are limited opportunities for children to engage in learning opportunities which takes them into their local community, for example, to experience first hand the workings of a post office to enhance their current role play theme. Children's creativity is enhanced by opportunities to explore different media, they are confident to explore and try new things and particularly enjoy sensory materials where there is no desired end result.

Children develop an understanding of personal hygiene when they hand wash routinely before eating. Children enthusiastically tuck in to lunch which is prepared freshly on site each day supporting children's individual dietary needs. They are encouraged to develop their independence by feeding themselves, although toddlers are only offered a fork. Children learn how to behave appropriately as practitioners explain why unwanted behaviour is unacceptable and support children in learning how to share and take turns. For example, they use a timer to ensure that each child has equal time with a resource. Children learn to keep themselves safe when they practise fire drills each month.

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	3

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	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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