



Foreign And Commonwealth Office Nursery

Inspection report for early years provision

Unique Reference Number	EY256371
Inspection date	19 October 2005
Inspector	Linda Close
Setting Address	King Charles Street, London, SW1A 2AH
Telephone number	020 7008 4136
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Registered person	Bright Horizons Family Solutions Ltd.
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bright Horizons Family Solutions Ltd. provides full day care for children aged from 6 months to 5 years in the Foreign and Commonwealth Office Nursery which is located in Central London. The local authority is the City of Westminster. The nursery is for the sole use of Foreign and Commonwealth Office Staff. Children aged 2 to 5 years are cared for in an open plan playroom that has low dividers to make two distinct areas for older and younger children. There are toilet facilities, an office, a staff room

and a main kitchen. In addition, there is a room set aside for babies aged 6 months to 2 years with a baby sleep room adjoining. There are laundry facilities, a nappy change area and arrangements for warming bottles within the baby room. There is no direct access to an outdoor area. Staff take children out to local parks every day weather permitting.

There are currently 33 children on roll, of these 11 are aged 0-2 years and 11 are funded 3 and 4 year olds. Several of the children are learning more than one language at home and none has special educational needs. The nursery is open every weekday from 08:00 to 18:00 all year round, closing only for bank holidays. Nine full-time members of staff work with the children and a cook prepares meals on site. Almost all of the staff are appropriately qualified and all have access to regular training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children in the older group can help themselves to easily accessible drinking water throughout the day. Younger children are given drinks often. The children eat their meals with relish. Their food is tasty and nutritious and it is freshly prepared in the nursery kitchen everyday. Children are only given foods that their parents approve of because the menu is devised with care and children's dietary needs are well known to all staff.

Children are protected from the unnecessary spread of infection because parents are aware that children must not attend if they are unwell and must be collected early if they become unwell at the setting. Medication is stored in a special fridge in the kitchen, administered by senior staff and carefully documented to safeguard the children's health. Minor accidents are dealt with calmly by trained first aiders and recorded appropriately to share with parents.

Children eat and play in clean surroundings. Baby nappy changes are carried out following hygienic nursery procedures. All children have their own clean sheets for sleeptime and babies have their own named cot for the duration of their attendance at the nursery. Older children have their nappies changed in their own toilet area on a clean mat. Most staff working with the older children follow nappy change routines with care and attention to good hygiene. However, there are a very few occasions when wet wipes are not used and sometimes children are not encouraged to wash their hands. Children do not benefit from consistency in this respect.

Children do not have access to an outdoor area but staff make up for this by taking them out to local parks every day, weather permitting, for healthy exercise. The children run about freely in the fresh air and they play energetic games with apparatus that includes parachutes, balls and hoops.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

There are unusually stringent security measures in place to safeguard the children in this nursery. Security staff guard the main entrance, receptionists sign visitors in after taking their photographs and nursery staff escort visitors into the setting. Children are also protected by the use of a video entry phone and a coded key pad which ensures that strangers cannot enter the nursery. Fire evacuation is equally well planned and practised regularly with additional adult support from security staff. Electronic swipe cards are used to inform the central building computer of how many children are on the premises at any given time in addition to registers and signing in documents.

Children are unlikely to suffer accidental injury in the nursery because staff are vigilant and they carry out daily checks to ensure that there are no potential hazards. Staff are equally vigilant when they take children on their daily walks to the local parks. They teach the children about road safety and show them how to wait patiently until it is safe to cross the busy roads in central London. Children understand that grassy areas must be checked because the staff explain the checking routine to them in the park. Children's safety in relation to child protection issues is secure because staff know what signs or symptoms could suggest ill-treatment and they know what steps to take if they have any concerns.

Children use high quality furniture that is the correct size for them to sit and play in comfort. They make good use of an attractive selection of toys, books and art materials which are arranged in a way that gives them particularly good opportunities for choosing and decision making. The playroom set aside for the youngest children is carefully arranged to give them space to play and to develop their crawling and walking skills in a safe environment.

Helping children achieve well and enjoy what they do

The provision is good.

Children in all three groups are happy and settled in the nursery. They are making good progress because the staff have a good understanding of how children learn. Staff have studied Birth to Three Matters and they use their learning to plan and provide good quality care and learning experiences. Staff working with the three and four year olds demonstrate a comprehensive understanding of the Curriculum Guidance for the Foundation Stage in their work with the children. Children in all groups show a sense of belonging that is nurtured in the caring family atmosphere in the nursery. They are settled and eager to join in the good range of activities that is offered to them. Children make choices and decisions in their play. They explore the properties of a wide range of media including coloured foam, sand, water and modelling clay.

Nursery Education

The quality of teaching and learning is good. Three and four year olds enjoy a settled routine which helps them to feel secure. They become fully involved in their activities

and show increasing independence in choosing and using materials. They also take responsibility for setting the tables and helping to clear away after meals. Staff listen to the children's news and views which helps to increase children's self-confidence. Children relate well to each other. They greet one another with pleasure and cheer up friends who are feeling sad. Children are well behaved because the staff are good role models and they set firm boundaries that the children understand.

Children listen to well told stories showing good levels of concentration. They ask questions and hold quite complex discussions with the staff using a good range of words. Children know how books work and they handle them carefully. Some children can recognise their own names and their emerging writing skills are evident on displayed work. Staff provide many valuable opportunities for children to make marks in meaningful play activities. Children count in real life routines such as counting out cutlery for their group. They make good use of computer games to reinforce their learning. Plans show that size, shape and comparison are all covered well over the year.

Children have very good opportunities to explore the world beyond the nursery and they are very observant. For example, they notice raindrops on the cobwebs and comment on the bright autumn leaves on their daily walks. Children are learning about the passage of time through discussions about what happens next in their daily routine. Interesting resources including magnets and magnifying glasses are provided for free exploration. They enjoy activities that are related to a range of cultures and customs. Children freely explore a range of modelling media in their creative work. They handle and experiment with materials such as paint, sand, glue and coloured foam. Art work, making models and handling writing implements develop children's manipulative skills well. Children see very attractive displays of their own work around the nursery which shows them that their work is valued.

Children take part in worthwhile activities that promote their physical development as long as the weather is fine enough for walks in the local parks. There is no outdoor area at the nursery which can limit activities in the winter months. Children use the grassy areas for running games and ball play. Staff also take along a scrambling tunnel, a parachute and a selection of hoops and skipping ropes to promote healthy exercise for the children. The children sometimes visit a play area where they can climb and balance on large fixed apparatus. Children benefit from the energy and enthusiasm that the staff bring to the outdoor games.

Staff develop the long term plans that are initially devised by the head office of the nursery group. Keyworkers track and record children's progress and they make good use of this information to plan activities that build on children's individual needs and interests. Staff ensure that each day includes a good balance of adult-led and child initiated play.

Helping children make a positive contribution

The provision is good.

Staff and parents share useful information about individual needs at registration visits and an ongoing exchange of news and observations ensures that each child is cared

for well. Children's home language is identified and used in dual language notices around the nursery although most children have gained fluency in speaking English. Staff ensure that each child's cultural background is respected particularly in relation to dietary needs. There are good opportunities in the programme for children to learn about a range of cultures and customs. There are no children in the setting at present who have identified special educational needs. However, staff are well informed about the management and support required for children with special educational needs.

Staff manage children's behaviour well. The children are learning to share and take turns in every group in the nursery. Staff are calm and they do not raise their voices. The children need only gentle reminders to be kind and thoughtful and they get along together very well. Children help to put away their toys and they clearly enjoy being given little tasks and responsibilities. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Ample good quality information is provided for parents. Notices, displayed menus and monthly newsletters ensure that parents know about day to day affairs in the nursery. Photographs and displayed work keep parents informed about ongoing activities. Staff invite parents to share their observations and discuss children's progress and they write useful reports to be taken to the next setting. Helpful tips and ideas for activities to enjoy with children at home are printed and distributed with newsletters. Staff and parents work together well to ensure continuity for the children.

Organisation

The organisation is good.

Leadership and management of the nursery is good. Staff recruitment and induction procedures are thorough. Regular appraisal takes place for each member of staff which highlights strengths and areas for improvement. Staff and the manager together identify suitable training for professional development. The manager is supernumerary but she spends a good proportion of her time working with staff and children in the nursery. She is able to see at first hand if the policies and procedures in the nursery are followed by staff and in most respects her observations are effective.

All of the nursery rooms are well organised. Space, furniture and resources are arranged well to maximise play and learning opportunities for the children. All of the necessary documents and records are in place and filed neatly. The well organised documentation contributes to children's health, safety and well-being. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection staff agreed to continue to develop the planning for three to five year olds. Comprehensive plans are now in place that link the children's activities to the six areas of learning. Staff observe and record children's responses to their

activities and they make good use of the information gained to plan for progress.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all members of staff follow the good rules for hygiene that are listed in the nursery nappy change procedures

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- monitor the quality of the provision for physical development especially in the winter months when walks to the park may be limited by inclement weather.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk