

# The Belgravia Nursery School

Inspection report for early years provision

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**Unique reference number**

135105

**Inspection date**

14/05/2010

**Inspector**

Arda Halls

**Setting address**

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**Telephone number**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Belgravia Nursery School is one of two nurseries, privately owned and run by Les Chatons Limited. The nursery opened in 1998 and was registered by Ofsted in 2001. The nursery operates from one playroom in a community hall in Belgravia in the City of Westminster. The school is wheelchair accessible from the rear entrance and accessible at the front entrance with six stairs.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children may attend the nursery at any one time. There are currently 30 children on roll, aged two to five years. The nursery is open each weekday from 9:00am to 12:00pm for children attending part time and from 9:00am to 3:00pm for children attending full time for 36 weeks of the year. All children share access to a secure enclosed outdoor play area. Children come from the local community and the nursery supports all children including children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs five staff. Four of the staff, including the manager hold appropriate early years qualifications.

The nursery receives support from the Local Authority. The method of teaching is children learning through play. A Summer play scheme operates for two weeks at the end of the Summer term for children aged two to five years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and their families are made to feel welcome as staff greet them enthusiastically in their preferred language when they arrive in the nursery. Children make successful progress in their learning and development in a setting that consistently promotes children's welfare. Strong links with parents and carers means that they are actively involved in their children's care and education, and they are kept well informed of their children's progress. Planning for improvement is highlighted by staff who actively engage parents and children's views to ensure improvements are applicable and effective.

## What steps need to be taken to improve provision further?

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

- continue to provide opportunities to encourage children to dress and undress themselves independently
- take necessary steps to promote an attractive quiet area for reading to encourage children's language and literacy development

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded effectively because staff understand child protection procedures and know what to do in the event of a concern. A comprehensive policy is available to all staff and parents and a range of guidance is available for easy reference. The procedures in place ensure that children's welfare is always a priority. Recruitment and vetting procedures are effective in helping to ensure that only suitable adults are able to work with the children. Records of risk assessments include specific things that a child may come into contact with. Daily safety checks contribute towards minimising the risk of accidental injury to children.

The provider is committed to continuous improvement and has effectively met the recommendations set at the last inspection. All members of staff are encouraged to undertake regular training and they support the needs of the children well. The learning and development needs of individual children are effectively promoted.

Equality and diversity is incorporated into all elements of practice. Children learn to value and embrace diversity as they talk amongst themselves and the staff in languages of their choice. Staff work closely together to ensure children's individual needs are consistently addressed. Effective policy and practice helps to ensure that every child is valued and respected and no child or family is discriminated against. The learning environment is rich, diverse and available equally to all children.

The system for self-evaluation is well organised. The use of the Ofsted self-evaluation document helps the group to evaluate its strengths and weaknesses which means improvements are continuously made. Recent improvements include organising the outdoor space, making toys and equipment more easily accessible and implementing the complaints policy. Future priorities include creating a more welcoming book corner, more role-play and outdoor experiences for children and promoting a system to enable all parent/carers to share more effectively in their children's learning and development.

The partnerships developed with local primary schools help to promote smooth transitions for children starting school. The setting works closely with other providers and any outside agencies or services to ensure that children get the help and support they need.

The partnership with parents and carers is good. Parents feel included and informed about their children's progress. They comment that the nursery is warm and welcoming and that their children are happy and settled in this stimulating and diverse environment. Consequently their children are making good progress. Parents provide clear starting points when their children first attend the nursery and they consistently contribute to their progress records. Information is shared on an ongoing basis. Overall the setting's effective relationship with parents helps to promote children's achievement and well-being.

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

Staff support children's learning well through good interaction. They provide a warm welcome at the start of the day and consistently interact with the children in a positive and stimulating manner. They ask children effective and challenging questions to promote their curiosity and interest. Children are able to access a good range of experiences across all areas of learning, indoors and out. A balance of child led and adult initiated activities help children to make good progress. The planning for each child is successfully promoted and is based on what interests children most. Children's progress is recorded well and reflects all areas of learning through written notes, photographs and examples of children's work. Observations are linked to the early learning goals and used effectively for future planning. Children receive a broad range of experiences which ensures there are no gaps in their learning.

Children enjoy a time of free play as they arrive in the nursery. A change in pace is denoted by 'tidy-up time music'. This results in children scurrying around to tidy up and settle into their chairs for a circle time. Children are learning good listening skills as they are guided through a broad range of songs interspersed by interesting conversations on the weather, the day's activities and their families. This is a good opportunity in which children's personal, social and emotional development is enhanced. They are learning to converse and sing in French, Spanish and English which helps children develop their communication, literacy and language skills. Their communication abilities are promoted well. For instance, staff ask a variety of questions during play. Children demonstrate their confidence as they join in with friends and staff to talk about their news and interests. Children enjoy reading books at the table before eating snack. They do not, however make full use of the book corner as books are not attractively displayed and the seating arrangement is not sufficiently comfortable. Children have ongoing opportunities to make marks, indoors and out using a range of equipment to promote their early hand writing skills.

Children generally are independent with many tasks and helping with routines, such as handing out art work and tidying away the toys. However, children do not consistently dress themselves or hang up their coats and aprons.

Children enjoy problem solving, for example, they complete a variety of puzzles, engage in matching and sorting activities and explore capacity during water play. Number concepts are included in every day activities, helping to reinforce children's understanding. Children have every opportunity to explore and investigate. For example, some children enjoy preparing soil for planting seeds whilst others use a good range of programmable resources to discover how things work. They enjoy learning about the natural world, for instance, as they find out about sunflowers, making sunflower collages, painting sunflower pictures on the easel in the garden and planting sunflowers in individual flower pots.

Physical activity is encouraged through indoor and outdoor play where children can access a variety of equipment such as push chairs or wheeled toys. They develop

good fine manipulative movements through using a range of tools and resources in the garden and they exercise their large muscles as they move about to music. They benefit from learning yoga through a qualified yoga teacher who guides the children successfully through a variety of stances. Children enjoy these sessions and concentrate extensively. They hold their poses successfully and mimic the breathing of the instructor. They are learning good skills for their future.

Children experiment with a selection of programmable toy computers and talk about the work they are doing with enthusiasm. They build a variety of structures with construction toys which presents good opportunities for children to share and work agreeably with one another. Role play promotes children's imaginations and staff extend their ideas as they play. Some children enjoy taking dolls for walks round and round the nursery. These experiences help children to recreate real life experiences through their play. Overall, the good experiences provided help children to develop the necessary skills for their future learning and development.

Children learn about safety issues as they play, for example, as staff remind them why they must not run when walking to the garden and how they must hold onto the rope or hold the hand of an adult. They learn how to use tools and resources safely. They practise the emergency evacuation procedure regularly which helps them develop a sense of personal safety. Children feel safe in the setting and show this through the warm interactions they share with staff and one other, helping them develop a strong sense of belonging.

Children's good health is well promoted. They enjoy fresh air and exercise daily. This is balanced with relaxing activities such as reading and practising yoga. They enjoy healthy snacks from home, which includes a selection of fruits and vegetables. They have constant access to drinking water as well as drinks from home. This helps prevent children from becoming dehydrated. They are actively involved in gardening which helps to develop their understanding of the importance of plants and healthy eating. Procedures for reducing the risk of cross infection are effective. For example, hand washing procedures are promoted well and any children with infectious conditions are required to remain at home. This helps to prevent the spread of infectious illnesses.

Children are engaged in meaningful activities at all times, which encourages positive behaviour. The staff are good role models who encourage children's good behaviour and offer them plenty of praise and encouragement. They help children to learn right from wrong and children respond respectfully. The strategies in place for behaviour management promote children's self-esteem effectively.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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