

Portobello Day Care Nursery Ltd

Inspection report for early years provision

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| Unique reference number | EY296614 |
| Inspection date | 28/04/2010 |
| Inspector | Audrey Opal Ufot |
| Setting address | 244 Acklam Road, London, W10 5YG |
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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

Portobello Day Nursery is privately owned. It was registered in 2004 and operates from one room in the Muslim Heritage Centre in the Ladbroke Grove area in the Royal Borough of Kensington and Chelsea. The nursery is open each weekday from 8.30 am to 5.45 pm for 50 weeks of the year. Children have access to a secure, enclosed, outdoor play area.

The nursery is registered to care for a maximum of 10 children at any one time. There are currently two children in the early years age range on roll. Three children receive nursery education funding. The nursery is registered on the Early Years Register. Children come from the local community. The nursery currently supports a number of children with English as an additional language.

The nursery employs five staff; most work on a part-time basis. All of the staff working directly with the children including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage (EYFS) are making satisfactory progress in their learning and development. Staff have sound knowledge and understanding of how children learn and develop within the early learning goals. The staff team provide children with a fun and stimulating learning environment with toys and some equipment resources that are age appropriate. There are systems in place and staff carry out observation recordings of children during their play experiences. However, the observation recordings are not fully used to assess where children are in their learning, also they are not used effectively to plan for the next step in all areas of their learning. The staff team is aware of children's welfare needs and supports their home languages in order to give them a sense of belonging. The manager has made considerable improvements since the last inspection. She has begun to identify priorities for further developments and has made a commitment for continuous improvement ensuring improved outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop further children's individual portfolios so that evidence of their work and achievements is recorded, identifying the next step in their learning towards the early learning goals
- develop further the systems for observation, assessment and monitoring of children's progress to identify learning priorities and inform planning
- ensure outdoor play equipment provide older children with sufficient

challenge.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the manager and staff demonstrate sound knowledge of safeguarding issues. They are aware of the procedure to follow if an allegation is made against a staff member. Regularly risk assessments are carried out for outings, within the nursery environment and for toy resources and some outdoor equipments. As a result, risks to children are minimised. Children practise regular fire drills and this is recorded showing that children are present. This enables children to recognise when to leave the premises in case of a fire. All staff are now Criminal Records Bureau checked and there are systems in place to ensure that adults who are going through the vetting process are not left unsupervised with children. Also there are now in place appropriate recruitment and induction procedures. This ensures children's safety is safeguarded. All the required policies and procedures are now in place to support children's welfare requirement, which includes a complaints procedure, and systems to gather parents written permission for the administration of medicine and their signatures. Accidents and first treatment has now been recorded. These ensure that children are sufficiently safeguarded in the environment where they feel safe and secure.

The premises is organised in order to meet the needs of the children which is colourful, welcoming and secure. Children are provided with a wide range of age appropriate toy and equipment resources that are stored in boxes on the floor, cupboards and on low level shelves for children's easy access. The last inspection was judged inadequate. However, since then the manager and staff have made good improvements. For example, they have addressed all the actions and one recommendation has been met and one partly met. For instance, there are systems in place which evidence that road safety procedures are sufficiently recorded when children are taken out on outings in the local community. However, the system in place for the recording of observations of children during their play experiences is not fully used to assess where they are in their learning. Also, although weekly plans of activities are in place they are not used effectively to plan for individual children. In addition, children's individual portfolios were not available at the inspection to evidence their art work and achievements identifying the next step, and summary their learning and development towards the early learning goals.

The manager and staff team has begun to evaluate the childcare service they provide and demonstrates a commitment to continuous improvement that will have positive outcomes for all children. For example, the provider successfully applied for a grant to improve the outdoor play area for children. Staff have attended training in safeguarding children issues and others are booked to attend forthcoming safeguarding training with their local authority, which are prioritised by the manager.

Staff develop meaningful relationships with parents and carers and value their contributions as partners in their children's learning. They obtain detailed

information from parents regarding their child's interests, personal care needs, routines and favourite toys. Staff engage warmly with parents and keeps them informed of their children's well-being and development through daily chats and written comments. Staff work alongside the early years advisor to improve the service for children and parents, and they have established links with local schools which benefit the children to ensure continued progression of care, learning and development.

Staff promotes children's understanding of similarities and differences and their own culture through a range of activities, such as festival celebrations, for instance, Eid and Chinese New Year. Children have access to a selection of play resources that reflects positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. Good systems are in place to ensure children with English as an additional language make equal progress in their learning and development. For example, some staff speak French fluently which enables them to communicate effectively with children in their home languages. This helps children to feel included and settled.

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

Children are having an enjoyable time at the nursery. They are secure and comfortable with a stable routine that is familiar to them. The staff team have a satisfactory understanding of the Early Years Foundation Stage. Planning is in the developmental stage and staff receives support from the early years advisory team to improve their knowledge in this area. Staff consider children's interest, their starting points and their capabilities. However, a simple observation recording showed that it is not used sufficiently in assessing where children are in their learning and development. Also children's individual learning journals were not available at the inspection in order that children's achievements can be tracked to identify progress towards the early learning goals.

Children are making satisfactory progress in their creative development. They enjoy a selection of creative activities, such as water and sand play, play dough activities, sticking and painting. They have many opportunities to choose from a wide range of art and craft materials arranged in the art area. Children enjoy dressing-up in different costumes. This is plentiful and provides sufficient and exciting play experiences for the children which fully promotes their imaginative skills.

Children enjoy mark making with chalk on chalk boards, pencils, crayons and paint. They enjoy listening and participating in story sessions and look at books for pleasure. Available to the children are a selection of interactive toys which support their ability to use information technology, such as programmable toys, for example, speaking and nursery rhyme singing books. This helps to develop children's skills for the future and contribute to their future economic well-being.

Children stay healthy because of their opportunities to enjoy outdoor play and

exercise. They independently wash their hands after messy play and before eating. Effective steps are taken to promote children's good health and well-being, including minimising the risks of cross-infection and by following sound procedures that ensure children do not attend when they are ill. Some suitable equipment is available to children which encourages their physical control and strength. They develop confidence in their abilities and show pride in their achievements, for example, jumping and riding their tricycle skilfully. However, the climbing frame and slide does not provide older children with sufficient challenge. Children enjoy a selection of fresh fruit daily at snack times and are provided with freshly cooked meals that are healthy and well-balanced which fully promote children's good health. Children are provided with bottles of drinking water which they access when they are thirsty.

Children are learning how to keep themselves safe. They take part in regular fire drills and are gently reminded about safety issues whilst playing; also, when they are out on outings in the local community, they follow road safety procedures such as holding one another's hands and walking in pairs. Children behave well and are learning to share and take turns. They respond positively to praise and encouragement, which raises their self-esteem.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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