

Working Mums Daycare & Pre School Centre

Inspection report for early years provision

Unique reference number	EY294976
Inspection date	10/09/2010
Inspector	Jane Nelson
Setting address	Former Green School, 69 Lower Richmond Road, London, SW14 7HJ
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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.

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Description of the setting

Working Mums Daycare & Pre School Centre was originally registered in 1992. The current providers took over the setting in 2004 and operate this and another setting in the local area. The setting operates in a single storey building located in Mortlake in the London Borough of Richmond- Upon- Thames. The premises comprises of four play rooms, children's bathroom, an office and kitchen. An additional classroom is located in an adjacent portacabin building in the outdoor area. All children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register to provide care for a maximum of 54 children within the early years age range. There are currently 90 children in this age range on roll. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare register, but is not currently caring for any children within these age ranges.

The setting operates between 7.30am and 6.30pm, Monday to Friday throughout the year, apart for the usual bank holidays and a weeks closure at Christmas. Children attend from the local and neighbouring communities, and can attend on a full or part time basis. The setting supports children with special educational needs and or disabilities, and children who have English as an additional language.

The manager, who is also the joint proprietor of the setting has Early Years Professional status. The manager works with a team of 15 staff, 11 of whom are qualified to Level 3 in childcare and one of whom has a degree in Early Years Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a caring, calm and welcoming atmosphere where they have access to a good range of well planned play experiences that encourage their learning and development. Children's individual needs are reflected in the daily organisation and used to focus future planning. Relationships with parents are a particular strength of the setting and result in information being shared well. The setting also works effectively in partnership with other professionals, and settings involved in children's care. Effective use of self-evaluation results in most areas for future development being identified. The required records are well organised and generally maintained effectively.

What steps need to be taken to improve provision further?

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

- review the process for recording children's times of departure to ensure consistency.
- extend the use of self evaluation to incorporate children's views of the setting.
- develop further existing systems to ensure consistency in recording of information relating to children's learning progress

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected by staff's clear understanding of safeguarding issues, their own and the manager's responsibilities, and the procedures to follow if concerns arise. Several staff have attended safeguarding training and new staff are made aware of their responsibilities during the induction process. Risk assessments are used effectively to monitor safety, in the setting and for all outings. The required records of risk assessment are maintained and reviewed as needed. Staff effectively supervise and interact well with children enabling them to explore safely, while encouraging awareness of their own and each other's safety.

The joint proprietor and manager has a clear ethos and vision for the setting which is communicated effectively to the staff team. This results in staff who take pride in, and enjoy their work. Effective systems for the recruitment and vetting of staff are in place and an appraisal system is used to identify and support staff development and future training needs. Self- evaluation is used well to identify what is working well and areas for future development. Staff and parents are involved in this process, although it is not yet extended to include children's views. There is a good commitment to ongoing improvement through addressing recommendations arising from previous inspections and encouraging ongoing training.

Staff interact very well with children, creating a calm and caring environment where children feel secure, gain confidence and are happy. Information is obtained about children's individual needs, when they first come to the setting enabling staff to follow home practices and routines. The setting is very well resourced with a good range of furniture, equipment and play materials. Staff are creative in how play experiences and resources are presented to children. For example using material to make a canopy and using a pop up tent, in the outdoor area to encourage book reading, and imaginative play outdoors.

The required records and documentation are well organised and generally clearly maintained. However on occasion information is not recorded consistently relating to times of some children's collection. Information relating to children's development is recorded in individual Learning Journeys, and creatively presented with observations illustrated by examples of their creative work and photographs demonstrating how children are making progress over time. Generally information in children's learning journeys is recorded consistently.

Partnerships with parents and carers is a strength of the setting and results in

good ongoing communication and children feeling secure and settled. Creative strategies are used to encourage parents involvement, recognising the individuality of each child and their family. For example the proprietor/ manager has identified that parents sometimes have limited time to be involved in the nursery day and makes use of technology in the form of a web site, blog and Twitter, offering different methods for parents to keep themselves updated, during their day. Parents comment that they use this form of communication. In addition photographs, digital photo frames and videos of an activity that children have enjoyed, or when a special event has taken place at the setting, provide opportunities for parents to share in their children's experiences. The proprietor/manager has recently introduced small play sacks of equipment, such as a pop up tent, with different texture materials, baskets and torches, which parents can borrow to use with their children at home. Parents views are sought through a parents questionnaire. Responses reflect they are happy with the care their children receive. Many comment positively on the staff team and the friendly atmosphere of the setting. Parents also comment on how the individual needs of their children are met. Partnerships with other professionals and settings involved in children's care are effective and result in continuity of care for children.

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

Children are happy, secure and gaining confidence as they play and explore, moving freely between the welcoming and interesting indoor and outdoor environments. They are developing skills for the future through their play and learning. Children benefit from caring, supportive and affectionate interaction with staff and enjoy their time at the setting. The good balance of child initiated and adult led play and activities encourages children to make suggestions, extend their play, consider others and work together with their peers and staff.

Children concentrate and persist at activities, such as a junk modelling activity, using boxes, cardboard cylinders, milk bottle tops and textured cardboard to make models. They construct models balancing boxes on top of each other, using glue to secure different materials to the boxes. Children confidently use the computer, selecting different programs with the mouse and following simple instructions. They are learning to take turns through use of a giant egg timer and know it is time for their friend to have a turn when the sand runs out. Children use numbers in their play, counting and referring to the number of the bus they are pretending to drive. They draw, write and mark make, using a range of materials that are creatively presented in the writing area. Staff support and encourage children very well, following their play and suggestions. For example, a member of staff asks if children playing in the garden come to nursery by bus, and suggests making a bus, which children do, using a small rubber hoop to drive the bus with and sitting on a bench in the garden. The member of staff asks? where shall we go? and children reply 'India' . The member of staff buys a ticket and invites other children to join her on the bus sitting behind the bench. Children then sing "the wheels on the bus" as they go on their journey.

Children learn about the wider world and see diversity reflected in the range of play equipment and resources they use. Different events and festivals are celebrated and children's home languages reflected in the setting and used by staff to provide reassurance when needed.

Babies are cared for in a calm and nurturing environment where they are encouraged to gain independence. They climb safely, with adult help and support, on a small slide in the garden, pull themselves up by holding on to a low table, explore water finding small toy fishes in the water play tray, use chunky chalks to draw on paper at the easel and enjoy having a drink and eating their snack sitting at a small bench in the garden.

Children gain awareness of their own health and safety through their play and the nursery routine. Independence is promoted well, for example, tissues are easily accessible inside and outside, at child height so children can easily help themselves. They are reminded to wipe their noses when needed and put tissues in the bins that are located nearby. Older children wash their hands independently after using the toilet and before meals. Babies have their hands wiped with wet wipes and older babies learn to use small sinks at their height once they can stand. Children enjoy their healthy snack of fresh fruit, in the garden. They can decide when to have their snack and are reminded that it is on the table. Children smell their lunch cooking during the morning, and remind each other that it is time to come inside in five minutes. They enjoy their home cooked lunch of pasta. Older children help serve themselves from a communal bowl and some hungrily ask for seconds. They help to clear away their plates when they have finished eating and carefully carry their plates to another table to stack them. Babies and younger children are helped by staff to feed themselves.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

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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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