



Katherine Bruce Nursery

Inspection report for early years provision

Unique Reference Number	EY305975
Inspection date	16 November 2005
Inspector	Daphne Prescott / Audrey Opal Ufot
Setting Address	Katherine Bruce Day Nursery, Queens Park Court, Ilbert Street, London, W10 4QA
Telephone number	020 7641 5835
E-mail	
Registered person	Westminster Childrens Society
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?

Katherine Bruce Nursery is one of 15 nurseries run by Westminster Children's Society. It opened in 1930 and operates from three rooms in a purpose built building in Queen's Park in the London Borough of Westminster.

A maximum of 59 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 45 children aged from 1 to under 5 years on roll. Of these 11 children receive funding for nursery education. Children come from the local and wider community. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 12 staff, all of whom including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean nursery, where the level of hygiene is good and staff take steps to prevent the spread of infection to protect children. For example, effective procedures, such as staff consistently wearing disposable gloves and aprons for nappy changing, sustain high levels of hygiene and prevent the spread of infection. Children learn the importance of good personal hygiene through daily routines. They know to wash their hands after using the toilet and before eating. Staff have relevant first aid training and children are well cared for due to the efficient procedures in place for first aid, accidents and medication, all of which are shared with parents.

Children enjoy nutritious and well-planned meals, for example chicken curry and lots of fresh vegetables and fruits. Their individual dietary needs are clearly known and followed by the cook and childcare staff. At snack time they confidently make choices from a range of fruits and vegetables which helps develop their understanding of healthy eating, for example children are offered chopped tomatoes, cucumber and carrots. They are beginning to recognise the importance of drinking and eating a healthy balanced diet because they talk about how to keep their bodies healthy by drinking plenty of milk to keep their bones strong. Meal times are very well organised. They sit at the table and eat in a relaxed and social atmosphere. Staff encourage the children to engage in conversation with their peers, as a result, older children are very competent in their social skills. Older children's independence is very evident at meal times when they routinely serve their own food portions and they can help themselves to drinks throughout the day. Younger children are regularly offered drinks to ensure none remain thirsty.

Staff follow the Birth to Three Matters framework to promote younger children's health and their understanding of the importance of being healthy. For example, children have the opportunity to develop control over their bodies by learning how to jump and use the slide in the garden. Older children are developing a positive attitude to physical exercise which is enjoyed on a daily basis. They show great delight and excitement when playing outside as they have great fun and are becoming proficient at using ride on toys, balancing and playing various ball games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move confidently around the environment, both inside and out, making their own choices about their play. Space is well organised and used effectively to allow children opportunities to be active, engage in table top and floor activities and to enjoy opportunities to relax and share books in a comfortable environment with child sized bench's and cushions. They have access to a wide range of good quality toys and equipment, which are appropriate for their age and stage of development. Toys are set up, inviting and enticing children to play. Toys are easily accessible which encourages children to make their own choices and develop their independence as they choose and move freely between activities. Younger children are able to sleep and eat in comfort and safety as the nursery has a good range of suitable furniture and equipment, such as small beds and child-size tables and chairs. All the furniture and play equipment is clean and in good condition to ensure children are not harmed.

The children are cared for in a child focused environment where risks are identified and reduced to safeguard the children. For example, staff check the toys and equipment on a regular bases to reduce any hazards. There are effective security precautions in place, such as an intercom system and staff are very vigilant in closely supervising children to help keep children safe in the nursery. Children learn to keep themselves safe as the staff remind the children not to run in the nursery and push chairs under the table so they do not trip over. Robust safety policies and procedures are in place to further protect the well-being of the children.

Children are well protected because staff have a good and clear understanding of their role with regard to child protection issues and know how to implement local procedures. Implementation of effective systems, such as the collection of children, recording of visitors and formal and informal risk assessments, contribute to ensuring children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children really enjoy their time at the nursery. They arrive happy and confident and quickly settle into the routine, making their own choices about their play. Staff know children well and talk to them about their family and what they have been doing at home. This interaction and the implementation of a successful key worker system, helps to secure relationships between children and staff developing a strong sense of trust.

Staff make good use of the Birth to Three Matters framework to plan a varied range of activities and experiences for younger children. For example, they are beginning to develop good communication skills as they start to contribute to group discussions and become competent learners. They self-select activities such as puzzles and drawing helping to increase their manipulative skills. Younger children really enjoy opportunities to express imagination through role-play in the home corner as they pretend to feed their babies. They are beginning to tell stories and understand that

print carries meaning as they sit with staff to read books and help turn over the pages pointing to the pictures and words. They have great fun playing with natural materials, such as playing with cornflakes. They explore their senses because staff encourage the children to smell and listen to the crunching sound that cornflakes make.

Nursery Education

The quality of teaching and learning is good. Children are progressing well because of the staff's sound knowledge of the stepping stones and how children learn. A new system is in place for the planning and evaluation of focused activities, and the recording of children's progress and achievements. However, there are no plans in the new system that help staff to plan a variety of activities relating to the six areas of learning. This would provide information on the range of activities offered to the children and help to plan their future learning. Staff are very keen to develop their knowledge and understanding of the new system and are receiving support from the Westminster Children's Society Development Worker. Children are able to think for themselves as staff use effective questioning techniques to help children extend their learning. For example, staff encouraged the children's thinking about why milk is good for their bodies and extended this by talking about muscles in their bodies. Staff listen intently to the children and respond appropriately, helping children to feel good about their discussions.

Children are very actively engaged in their play and activities though-out the day. They have a high level of concentration and are able to participate in activities for long periods of time. This is because staff encourage the children in their play to motivate their learning. They benefit from the routine, allowing them to initiate their own ideas and make their own choices about their play. Children play well independently and with their peers, as well as enjoying opportunities to work more directly with staff through planned activities, such as building boats out of wood. Children interact very well with adults and each other, playing co-operatively together. They concentrate well during large group time, and are very confident to ask questions. They are very independent and are able to complete given tasks with great confidence. For example, placing table cloths and cutlery on the table in preparation for lunch. They show great concern for each other and enjoy the responsibility of helping younger children jumping on the trampoline in the garden.

Children have a good range of reading materials and use books independently, they select books for pleasure, holding them correctly and following the text with their fingers. Therefore their reading skills are developing because they understand that print carries meaning. They have good opportunities to develop their early writing skills, as a result children are able to write recognisable letters and are able to write their own names. They have many opportunities to link sounds with letters in group discussions and daily activities.

Children are able to count to 10 and beyond with great confidence and are able to recognise numbers displayed in their environment. They are learning mathematical concepts as they have access to a good range of games and activities that enable them to compare quantity and sizes. For example, they talk about using long and short pieces of wood. They are beginning to learn basic concepts in subtraction less

and more than. They are able to add when given tasks to complete. Such as, staff ask the children to count the number of children in each groups. They are enhancing their understanding of the use of different shapes, as at circle time children chat about different shapes and colours that they have seen. They are developing good control over their bodies as they have access to a variety of physical activities, for example there are good opportunities for developing balancing and jumping skills in the garden. They have the opportunity to take part in dance lessons and in group games they are learning to take turns and catch the balls. Good hand-eye coordination is well promoted as children learn to cut with scissors, they are able to discover for themselves which hand to hold the scissors to achieve the best results. They use pencils, glue sticks and paint brushes with good control.

Children's understanding of time is developed through activities such as planting seeds and observing the changes as these grow into different vegetables in the garden. Through themed activities, they are developing a good awareness and understanding of their own and other cultures. For example, they learn about the world they live in as they celebrate festivals such as Eid and Ramadan. Children have opportunities to develop their skills with technology and use programmable toys with confidence and increasing control.

Children have many good opportunities to express themselves freely using a wide range of materials. They are able to build, construct and explore colour, texture and shape, for example they show great excitement and enjoyment as they build their own boats with glue and different sized wooden shapes. They eagerly wait to paint the boats and are very excited when they can use the different coloured paints provided. Children are developing excellent drawing skills as they are given good opportunities to develop their own free expression and develop their own interests and ideas. They are very proud about their work, as they talk about their pictures which are displayed on the wall. This gives them a good sense of achievement that they have done something well and the confidence to develop their creative abilities further.

Helping children make a positive contribution

The provision is good.

The setting is very welcoming and children attend from a variety of ethnic backgrounds. Children learn about themselves and the wider world through planned activities and discussions, for example around a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. Staff show the children different ways on how to communicate with each other by teaching them how to use sign language. Children are caring towards one another and recognise that they each have different needs, in particular in the way in which they respond to children with special educational needs. This positive approach fosters children's social, moral, spiritual and cultural development. Children with special needs are very well supported, staff work closely with parents and other professionals. This ensures that children's individual needs are well met.

Behaviour is of a consistently high standard. Children have a good understanding of

the boundaries and behavioural expectations of the nursery and share and take turns very well. They are learning to be polite to one another, this is because staff encourage the children to say please and thank-you to each other. Staff have a great deal of respect for the children and this is influenced in the children's behaviour and the calm relaxed atmosphere created by the staff. Children are extremely confident and show good self-esteem responding well to continual praise and encouragement.

Partnership with parents is good. Children benefit from the friendly interaction between staff and parents, which is enhanced by the key worker system. Parents can discuss their child's progress with the worker at any time. Children's individual progress and achievements are discussed and shared through regular meetings with key workers and a written report. Detailed information about the nursery and the service it provides is available for parents, this includes regular newsletters. Parent's meetings are also held to enhance communication. Parents spoken to on the day of the inspection are very happy with the care, education and the progress their children are making.

Organisation

The organisation is good.

The leadership and management of the setting is good. Recruitment and vetting procedures are in place to ensure children are well protected and cared for by staff with relevant qualifications and experience. Staff records are held, including qualifications and relevant checks. Staff are supported by management through regular meetings and appraisals. High importance is placed on training and provide good support to staff to attend training. This helps to promote positive outcomes for children.

The manager and staff work very well together as a team, they are motivated and enthusiastic. Consequently, this is reflected in the good practice which results in the children being very happy and contented in the nursery. Children develop a secure sense of belonging because the nursery is well organised and staff work with parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is enhanced by the effective deployment of staff because the manager maintains the child staff ratios which helps to ensure children's well being.

All the required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Although, the children's and staff's daily attendance register lacks the necessary information to ensure children are safeguarded. Children's individual records are maintained and shared with parents, which ensures the appropriate care is provided. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

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 staff and children's full names are recorded in the daily attendance record.

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):

- develop plans to provide information on the range of activities offered to children in the six areas of learning.

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