



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 143795

DfES Number: 517974

### INSPECTION DETAILS

Inspection Date 08/07/2004  
Inspector Name Martha Naa Ahimah Darkwah

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Richford Street Day Nursery  
Setting Address 50 Richford Gate, Richford Street  
London  
W6 7HZ

### REGISTERED PROVIDER DETAILS

Name Bringing Up Baby Ltd 02243993

### ORGANISATION DETAILS

Name Bringing Up Baby Ltd  
Address Unit 1a, The Plough Brewery  
516 Wandsworth Road  
London  
SW8 3JX

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Richford Street Day Nursery is part of the Bringing up Baby nursery group, this nursery has been open for 5 years. The premises are situated in Hammersmith in an residential area within easy access of roads and public transport, Goldhawk Road underground station and shopping facilities. The nursery is purpose built. There are 4 play rooms, resource room, two separate sleep areas, office, kitchen and separate milk kitchen, laundry room, staff room, toilets for children and staff and a secure outdoor play area.

The nursery is opened from 08.15 to 18:15, Mondays to Fridays and children aged 3 months to 5 years attend a variety of sessions.

There are 61 children on roll. There are 9 three year olds and 3 four year olds who are funded with the Nursery Education Grant attending.

The nursery employs fourteen staff. This includes the manager, deputy, senior care staff, cook and cleaning staff. 80% of the care staff hold a recognised early years childcare qualification which includes National Vocational Qualifications in childcare at levels 3 and 4 (NVQ)) and the National Nursery Examination Board (NNEB).

The nursery has an award for Investors in People and have close links with the Early Years Childcare Development Partnership.

### How good is the Day Care?

Richford Street Day Nursery provides satisfactory quality care for children.

There are suitable systems in place for the recruitment and management of staff and the daily management of the Nursery. There is a high ratio of qualified staff and an effective induction and training programme for staff development. The premises are welcoming and well maintained. There is sufficient, well organised space for children to be comfortable throughout the day.

There are comprehensive policies and procedures in place and regular health and

safety checks are carried out to ensure the children's safety. There are daily hygiene routines in place and children learn good hygiene practices through the routines. Staff have a good working knowledge of child protection procedures. They use suitable methods to manage children's behaviour, although older children do not always respond positively when they are insufficiently challenged, for example, during large group activities.

Staff plan and provide interesting activities for children and most activities are organised to support children's learning and play well. There is a good range of resources and activities to support children's early learning about differences and diversity. Children help themselves to drinks throughout the day and the nursery provides well balanced meals and snacks according to children's individual dietary requirements and needs.

The partnership with parents is good. Staff exchange daily information with parents about their child's welfare, routine, activities and achievements. There are opportunities for parents to meet with staff on a more formal basis to discuss their child's progress. Documents and records are well organised, stored securely and available for inspection.

#### **What has improved since the last inspection?**

At the last inspection, the provider agreed to ensure that accident records are signed by parents. Parents signatures are obtained against each entry so that parents are aware of the accident and able to monitor any after effects their children may experience.

The provider agreed to ensure that children under 2 years are cared for in groups of no more than twelve and use harnesses for babies in high chairs. Children under 2 years are cared for in groups of no more than twelve ensuring individual care as well as group care and the use of harnesses ensures babies are safe in high chairs.

#### **What is being done well?**

- A high proportion of staff hold relevant child care qualifications and the nursery offers male and female role models for children. Staff have developed good relationships with the children and promote their independence well within the setting.
- Staff plan and organise a range of suitable age and developmentally appropriate activities including outdoor play. Resources are within easy reach of children which supports children's independent choice and play opportunities well.
- The nursery provides nutritious meals and snacks according to children's individual dietary needs and requirements. There are good systems in place to inform staff of the individual dietary requirements of children and the weaning process is organised very well in partnership with parents and following their wishes.

- Equal opportunities is a strongly emphasised in the setting. Staff have a good understanding of children's individual needs and foster children's self esteem well through the planning and organisation of a variety of activities that gives positive images of differing religions, languages and cultural backgrounds.
- Partnership with parents is valued. Parents are kept informed about their child's care in the nursery. There is an extensive information board which includes policies and procedures, a plan of activities and a detailed parents handbook. Social activities organised include coffee mornings, afternoon tea and sports days.

#### What needs to be improved?

- the organisation of group times to meet the individual needs of children and keep all children interested and stimulated
- the security of the main door regarding visitors to the nursery
- the consistency of staff's awareness and understanding about effective ways to manage children's behaviour when the children are in larger mixed age and ability groups.

#### Outcome of the inspection

Satisfactory

#### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Ensure that group activities meet the individual development and ability needs of all children within the group.
6	Review the security of the front door with regards to visitors accessing the nursery.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour when children are challenging and part of a larger mixed age group.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The educational provision at Richford Street Day Nursery is acceptable and of good quality. Children's progress towards the early learning goals is generally good overall. They are making very good progress in knowledge and understanding of the world and creative development and generally good progress in all other aspects of learning.

Teaching standards are generally good. Most staff have an appropriate knowledge of the early learning goals. Children with special needs are supported well. Time and resources are used well overall and the nursery day follows a regular pattern. Children have easy access to their toys and most resources. Staff are particularly successful in extending children's knowledge of the world around them and in nurturing children's creativity. Children in this room range in age from 2 to 4 years and staff do not always manage to cater for their widely varying needs. Staff plan an appropriate range of activities for the children but they do not always expect enough of the older members of the group. Older children do not always benefit from being in a calm learning environment and this sometimes affects their behaviour.

Leadership and management are generally good. The manager ensures that all staff have opportunities to contribute their ideas for developing the nursery's provision. Staff are actively encouraged to train for professional development. Early Years Advisors are working with staff to develop planning and assessment for older children. The manager has not noted the limitations in opportunities for learning for the older children caused by grouping them with two-year-olds.

The nursery has established a very good partnership with parents and carers. Ample good quality information is made available either through newsletters or via numerous notices posted in the foyer. Parents can access children's records of progress at any time. They can share their thoughts and views about their children with the staff.

### What is being done well?

- The development of children's creativity is very good. They learn through the process of exploration and their work is attractively displayed all around the nursery.
- Children are given a good range of toys, objects and materials to explore in topic work. They handle and use them well to extend their knowledge of the wider world.
- The nursery has established a good relationship with parents. Parents are made welcome in the setting and their views are valued. Their involvement in their children's learning is encouraged.

**What needs to be improved?**

- grouping to provide a consistently calm learning environment for older children
- monitoring of activities planned for older members of the group to ensure that they are sufficiently challenging to attract and sustain children's interest.

**What has improved since the last inspection?**

Staff have made generally good progress in addressing the three key issues for improvement identified at the last inspection. Staff were asked to develop children's knowledge of technology. A good range of technological resources is now available to the children and they use them well to support their learning.

Staff were asked to improve the use of assessment by making them more regular and to use the information to plan what children should do next. Staff were also asked to encourage parents to contribute to assessments. Staff are working with an Early Years Advisor to develop this aspect of their work. They have recently adopted a new method of recording children's progress to inform their planning. Each child has a file of examples of work and records of progress and parents have free access to them. Parents are encouraged to give their views of the work of the nursery and their children's progress.

Staff were asked to increase their knowledge of how to use and maximise everyday activities and routines to help children count. The four-year-olds in particular should develop their understanding of number through practical problem solving. Staff have developed their knowledge of this aspect of their work. In their work with the children they demonstrate an appropriate understanding of how to promote learning through play although they sometimes expect too little of the older children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Funded three and four-year-old children join the group confidently. They are gaining independence and show an awareness of their own needs. They respond with interest to those activities that are suitably challenging. Staff praise the children for being helpful. Grouping of younger and older children in one room sometimes limits learning opportunities for older children. Staff sometimes fail to engage and sustain their attention and at these times behaviour deteriorates.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning a good range of new vocabulary. They are gaining fluency and clarity in their speech. They speak to adults and each other confidently especially in role play situations which staff extend well. Examples of work show that children enjoy mark making. Planned activities help them to learn the sounds and shapes of letters. They enjoy stories but their listening skills are not consistently good. Children are sometimes unsettled at registration and discussion time.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children become familiar with numbers through attractive displays around the room and from being involved in games and discussions with staff. Children count up to 3 and sometimes 6 when singing number rhymes and playing games. Good use is made of positional language and terms to describe quantity and shape in relation to everyday routines and games. Activities are not always sufficiently challenging for the older children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use a good range of technological toys and resources to support their learning. They handle and investigate a worthwhile range of objects and materials. Topic work, local walks and small world toys help children to gain an understanding of the changes in nature and the world beyond the nursery. Planting seeds and studies of mini-beasts increases children knowledge of living things and the passage of time. They take part in a good range of multi-cultural activities.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children sometimes choose to use sturdy balancing beams and a large fixed climbing frame located in the outdoor area and they show their agility and confidence. They show an awareness of space and obstacles in play with wheeled toys. They demonstrate appropriate manipulative skills for example when using drawing pens or spreading glue. Activities in the outdoor area are for 2,3 and 4 year old children together and they are largely seen as free play.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore a good range of materials and media. They respond to their art and craft work with interest and staff encourage them to experiment and express their own ideas. Children's art work is respected and displayed to make a colourful and attractive environment. Children are given resources that appeal to all of their senses over time.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Re-organise the group to provide a consistently calm learning environment for older children.
- Monitor the quality of activities planned for older members of the group to ensure that they are sufficiently challenging and will attract and sustain children's interest.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*