



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123090

DfES Number: 500371

INSPECTION DETAILS

Inspection Date 03/08/2004
Inspector Name Lorna Lorraine Hall

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Blundells Day Nursery
Setting Address Sheepcote Lane
Battersea
London
SW11 5BW

REGISTERED PROVIDER DETAILS

Name Blundells Day Nursery Limited 02661198

ORGANISATION DETAILS

Name Blundells Day Nursery Limited
Address The Old Court, 194/196
Sheepcote Lane
Battersea
London
SW11 5BW

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

Blundell's Day nursery has been operating since 1992. The nursery operates from a former Court House. Children who attend are from the local community.

There are currently 64 children on roll. This includes 20 funded 3 year olds and 13 funded 4 year olds. Children attend for a variety of sessions. Eight children speak English as an additional language.

The nursery opens 5 days a week all year round. Sessions are from 08:00 to 18:00, Monday to Friday.

There are 16 full-time and part-time staff working with the children. All staff have a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Blundells Day Nursery provides a good standard of care for children. The nursery is very well organised. Indoor and outdoor space is used effectively to promote children's development. Children move around freely and access quality learning resources at all times of the day. Staff are effectively deployed to supervise and support the children. Regular meetings are held to review working practices and staff are encouraged to undertake training to enhance practice. There is a strong emphasis on record keeping, with most records kept up to date.

Effective procedures are in place to ensure areas used by the children are safe and the number of trained first aiders exceeds requirements. There are good routines to promote hygiene and staff are good role models in ensuring that children observe a high level of hygiene. A strong emphasis on healthy eating ensures that children are offered regular drinks and nutritious meals. Children with special needs are fully supported within the nursery. In house child protection training ensures that staff have a working knowledge of child protection issues. However, the child protection

statement does not cover all the required areas.

Staff provide a high level of support to ensure that all the children are learning through play. They plan interesting age appropriate activities and children are appropriately challenged. Creative activities in the over 2's rooms are sometimes too adult led. On the whole the children are well behaved. They respond positively to staff's consistent approach to managing children's behaviour.

Parents are informed of the nurseries policies and procedures and they are encouraged to discuss their child's progress. Parents' response to the Ofsted questionnaire indicates that they are happy with the progress their child makes at the nursery.

What has improved since the last inspection?

No actions were made at the last inspection.

What is being done well?

- A high staff ratio ensures that children are fully supervised and supported in their activities. There is a strong emphasis on safety.
- There is a strong emphasis on learning through play and good opportunities for children under 2 to explore and investigate their environment.
- Good use is made of the small outside play area for children to engage in physical play.
- There is an excellent selection of age appropriate learning resources, including resources that promote learning about diversity and equality.
- Children with special needs are well supported. Individual development plans are used with good effect to ensure that needs are identified and appropriate support is provided.

What needs to be improved?

- the recording of children's arrival and departure times
- information given to staff and parents about the procedures in the event of a child protection allegation against staff
- opportunities for the children over 2 to express their creativity

Outcome of the inspection

Good

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	improve opportunities for the children over 2 years to express their creativity
2	ensure that the registration system for children includes the arrival and departure time
13	develop the child protection statement to include procedures to be followed in the event of allegations being made against a member of staff

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

How effective is the nursery education?

Blundells Day Nursery provides good quality nursery education overall, where children make generally good progress towards the early learning goals. Children make very good progress in communication, language and literacy, mathematical and physical development.

The quality of teaching is generally good. Children are grouped according to their ability. A range of Montessori resources as well as traditional teaching methods in a classroom environment, are used successfully to promote children's learning, especially in maths and literacy. Staff plan a variety of activities and they make learning fun for the children. However, some staff do not have sound enough understanding of the early learning goals and how to set challenging opportunities for children. There are too few opportunities for children to explore real life experiences through their local community and children have limited opportunities to use information technology.

Staff are deployed well and they use their time effectively to support children in their learning. They observe and assess children's progress and use the information to aid planning for children's individual needs. Staff are competent at managing children's behaviour and they set realistic boundaries. Children with special educational needs are well supported to fully participate in the activities.

Leadership and management are generally good. The principal and the director take lead responsibility for the organisation of the nursery and they do this well. They are committed to improvement, but are not fully aware of areas in the education provision for development and the system for monitoring and evaluating the education is not effective.

Partnership with parents is generally good. Parents have opportunities to discuss children's progress and are informed about forthcoming events and the curriculum. However, they are not sufficiently informed about the six areas of learning and how they can support their child's progress.

What is being done well?

- Children make very good progress in communication, language and literacy. They are competent in reading and writing and are exposed to good opportunities to develop their skills in writing.
- Staff provide good opportunities to promote children's mathematical development. Children are very competent in all areas of problem solving and have good resources to assist in this area.
- Senior staff plan a very complex curriculum. Children have explored topics

including Victorian England, Castles and Medieval Times and The Egyptians, which promote their knowledge and understanding of the world.

- Children with special educational needs are included in all activities. Staff find out all they can about children's specific needs. They work in partnership with parents, carers and outside agencies to ensure children gain as much as possible from activities.
- Staff use excellent strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a very good example for children.

What needs to be improved?

- staff knowledge and understanding of the early learning goals and how to extend children's learning
- opportunities for children to explore their own ideas and use their imagination independently during creative activities
- opportunities for children to explore and find out about the community around them through real or first hand experiences
- opportunities for children to use and explore everyday technology to support their learning including programmable toys and equipment
- the information given to parents regarding the early learning goals and parental participation in children's learning

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. The key issues raised were for the nursery to provide a better range of resources for information and communication technology for children to use to support their learning and place a greater emphasis on planning opportunities for recreating and recognition of simple mathematical patterns.

The nursery now plan regular opportunities for children to practice and recreate simple mathematical patterns during everyday activities for example using uniblocks and with peg boards.

They are yet to provide a range of resources for information and communication technology for children to use to support their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, motivated and interested in their learning. They form good relationships, and are beginning to take turns and share. They are developing skills to manage their own behaviour and to understand right from wrong. They have good self help skills. Children explore cultures and beliefs of others and themselves, but do not have any opportunities to explore the community around them to make their learning experiences real.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children and adults talk freely and confidently to each other. Children enjoy looking at books, know how to handle them and enjoy having stories read to them. Children have regular opportunities to practice writing skills and to understand that print has meaning. Many children can write and recognise their names and other simple words. Older children are able to read simple stories. Children have the opportunity to take part in weekly French lessons.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count confidently up to ten and older children beyond 20. Children know shapes and can recognise numbers and there are good opportunities to use maths in everyday activities. Children are beginning to use simple addition and subtraction and to compare size and quantity. Older children are beginning to develop the concepts of tens, hundreds and thousands.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children construct purposefully and confidently. They explore the natural world with enthusiasm and have knowledge of things that live and grow. Staff provide a range of materials and activities for children to explore with all their senses. Children can recall past and present events and learn about the cultures and beliefs of others. Children have limited opportunities to use everyday technology and explore how and why things work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination and have opportunities to ride bikes, use tunnels, slides, bean bags, hoops and balls both inside and outside. Children are developing their fine motor skills with the use of pencils, rolling pins, cutters, scissors however do not have opportunity to practise using appropriate cutlery at mealtimes. Children have many opportunities to recognise the importance of staying healthy and explore how the body works.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are confident to use their imagination in role play, but are given limited opportunities to develop their own ideas during art, music activities and at story time as these tend to be adult led. Children know their colours and are able to match. They are given regular opportunities to take part in painting, sticking and other creative activities. Children have the opportunity to take part in ballet on a weekly basis.

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

- Ensure that all staff have relevant training in the six areas of learning to enable them to effectively extend children's learning.
- Provide parents with detailed information regarding the Early Learning Goals and ensure they have opportunities to take part in their children's learning.
- Within the programme for creative development provide opportunities for children to explore their own ideas and imagination independently.
- Within the programme for personal, social and emotional development ensure children have opportunities to explore and find out about the community around them through real or first hand experiences.
- Ensure that children have opportunities to use and explore everyday technology to support their learning including programmable toys and equipment.

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.