

Bright Horizons at Balham

Inspection report for early years provision

Unique reference number

EY404729

Inspection date

23/11/2010

Inspector

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Setting address

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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

Bright Horizons at Balham is one of a chain of childcare provisions run by Bright Horizons Family Solutions Ltd. It opened in 2010 and operates from five rooms in a converted house. Children have access to a fully enclosed outdoor play area. The nursery is situated in a residential and commercial area of Balham and located within the London borough of Wandsworth. It is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 54 children may attend the nursery at any one time. There are currently 83 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs.

There are 13 members of staff, 10 of whom hold appropriate early years qualifications to at least NVQ level 3 and two members of staff are working towards a professional qualification.

The provision is also registered by Ofsted on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well-developed knowledge of each child's individual needs ensures that staff promote most aspects of children's welfare, learning and development with success. Children are settled, confident in their surroundings and enjoy their learning. The partnership with parents and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met and they get the additional support they need. This means that children make good progress given their age, ability and starting points. Regular self-evaluation by management and the staff team ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- further enhance children's knowledge and understanding of differences by improving the range of resources that reflect positive images of all aspects of society in the play environment
- ensure that systems are in place for staff to regularly update training in food

safety

- improve fire safety arrangements by ensuring that all exits are clearly labelled and free from obstructions, and all staff fully understand the emergency evacuation routines and follow them through to the correct meeting point.

The effectiveness of leadership and management of the early years provision

Children are well protected by staff that has a clear understanding of child protection issues. They are fully aware of the different types of abuse, signs to look for and how to proceed if they have a concern about a child in their care. Designated staff fully understands their responsibilities to safeguard children's welfare, working effectively with relevant agencies to protect children. An effective recruitment and induction programme, as well as comprehensive vetting procedures ensure that all adults working with children are suitable to do so. There are suitable contingency arrangements in place to cover any absences. All policies and procedures, and the maintenance of records for the safe and efficient management of the provision are in place.

The setting strives to provide a service that is inclusive for all. Staff value children as unique individuals and have a good understanding of each child's welfare and learning needs. They organise their time effectively to ensure plenty of time to build good relationships with parents/carers and exchange information. The settling-in process is seen as a crucial period for getting to know the child and family and is planned carefully to ensure bonding and mutual understanding with key people involved in their care. Strong efforts have been made to include children who speak English as an additional language. For example, the nursery has introduced talking photo albums so that parents/carers can record their home language. They are currently in the process of extending this by providing talking cards for all children. The nursery has established effective links with other agencies to access specialist knowledge and skills. Where staff have identified a child's needs for additional support they share information at an early stage with the special educational needs co-ordinator, parents, interagency teams to plan effective interventions. This enables them to meet the needs of a wider group of children. For instance, to include children with communication difficulties.

The setting actively shows through publicity and policies that everyone is welcomed and invited to be part of the provision. Parents/carers receive comprehensive information about all aspects of the setting through an excellent brochure, notice boards, meetings and daily communication which keeps parents informed about their children's achievements and well-being. Parents/carers are involved in their child's care and learning and regularly contribute to their child's records and risk assessments. They are encouraged to get involved in activities to do at home with their child through information on the importance of early language development and the role of parents/carers in supporting 'Growing Readers'. There are good systems in place to support parents and plan for a smooth transition into school.

The environment both indoors and outside are subject to risk assessments and

staff have taken appropriate action to manage and eliminate most risks to children. Reasonable steps have been taken to ensure the safety of children, staff and others on the premises in case of fire, such as, appropriate fire detection and control equipment, and most exits are clearly labeled. However, the use of safety gates in front of exits means that these are not free from obstruction and poses an element of risk. Regular evacuation drills are carried out to ensure that children develop an awareness of the routine to be followed in an emergency situation when leaving the premises but are not followed through to the designated meeting point. The environment reflects diversity positively in most areas. This includes a wide range of displays such as photographs, activity themes, welcome signs and posters that are familiar to children and reflect their family, family history, ethnicity and culture. However, children have access to a limited range of play resources in the learning environment that reflect all aspects of society.

Good systems exist to promote children health and well-being. All information regarding children's diet is regularly reviewed and the menu is monitored to provide variety, and cater for all tastes and special dietary needs. Staff have adopted a colour co-ordinated system for cups, bowls and plates according to the children's dietary needs such as allergies, intolerance and parents preferences. Although staff training in food safety is not regularly updated as recommended, effective procedures are implemented by staff to ensure that food handling complies with local environmental health department guidance and regulations, and good hygiene practices are in place to prevent cross infection.

The management and staff are highly motivated and have a clear sense of purpose about what they want to achieve. The management team ably supports the development of the staff and instigates changes where necessary, resulting in a good learning environment where children and staff can thrive. Regular staff training needs analysis and the effective systems for the continual assessment and development of staff ensure staff keep up to date with changes and learn new skills. Staff are committed to continual professional development and several are working towards a degree in early years and/or the Early Years Professional Status. The majority of staff hold a current first aid certificate and all staff have attended in house training such as, safeguarding, equality of opportunity, and health and safety.

The management reflects on the feedback received from staff and parents/carers. This is used to inform the settings self-evaluation which gives those in charge a good understanding of the strengths and weaknesses of the early years provision. They are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. For example, the implementation of additional arrival and departure registration system and internal tracking and monitoring of children and staff have improved security, the deployment of staff and ensures that children are carefully supervised and safe at all times. The introduction of a quality improvement plan which identifies key elements for the key person helps staff to reflect and identify areas for improvement. This helps to build stronger relationships with the children and their families to meet individual needs. Plans for the future, such as, the development of a forest school, visual time table and the purchasing of resources that reflect positive images of differences demonstrates the ability of the provision to make

continuous improvements.

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

Staff have a secure understanding of the Early Years Foundation Stage and use a highly effective key person system to support children to achieve good outcomes and make good progress in their learning in relation to their capabilities and starting points. Staff identify children's needs, achievements and interests on an individual basis. A systematic approach is used to make regular observations as children learn through play and assessments are evaluated against the Practice Guidance for Early Years Foundation Stage. Children's learning journals are used to inform planning for the next steps in their learning and the most effective way to support them as individuals to achieve their potential.

Children are confident, engaged and developing the early fundamental skills they need to secure future learning. They are motivated and interested in a board range of activities and take responsibility for choosing what they do both indoors and outdoors. Interaction between staff and children are good and there is a strong focus on supporting the language, communication and social skills to enable all children to participate. Warm and trusting relationships have been formed which help children to feel secure and staff are receptive to children's individual needs. Staff's positive 'can do' attitude and positive reinforcement of good behaviour support children to develop enthusiasm for learning and demonstrate a good sense of responsibility for their behaviour. As a result, children are consistently well behaved and polite.

Children share news about themselves and their families helping them to feel valued and have a sense of belonging. For example, they contribute to themes such as, 'ourselves' and 'nurturing individuality together'. This helps all children learn from the earliest age to value themselves and respect difference in others. Children learn about the wider world through celebrating different cultural festivals and beliefs, and adults are invited to the setting to talk about their work. However, children have fewer opportunities to engage and play with resources in their immediate play environment that depict positive images of all aspects of society. Younger children manipulate and explore programmable toys by pushing buttons and pulling levers, whilst older children have access to laptops. Children help to take care of the environment by sweeping up and collecting Autumn leaves which they use to create pictures and learn about the different seasons.

Children's early communication skills are developing well. Staff encourage playfulness, talk to children about what they are doing and ask open ended questions. They use repetition of sounds, words and phrases to encourage children's language development. Children are developing a healthy interest in books. Babies are beginning to purposefully grasp and manipulate books. Turning pages and babbling as they look at the pictures. Older children take part in extra curriculum activities, such as, French. They listen intently to stories read in dual language, echoing unfamiliar words or completing well known phrases. This helps

them to develop early reading skills, recognise and develop respect for other languages, and take part in conversations. Children are encouraged to make marks and use emergent writing in a number of situations. For example, chalk drawings, painting, and sand. Older children take part in the self-registration system on arrival.

There are regular and varied opportunities for outdoor play and staff support children well when learning new skills. Children are excited by their own increasing mobility and show delight in the freedom of changing perspectives that tumbling, standing or beginning to walk brings or when using climbing equipment, balancing and manoeuvring wheeled toys. Children have the drive to use their bodies, imagination and creativity to develop their physical skills. For example, children pretend to walk like penguins when dribbling the football and jump like kangaroos with the ball between their feet. They listen to and follow instructions as they learn to control the ball. For example, quick, slow, stop and balance and with one foot on the ball. Staff use a range of positional language to help children complete obstacle courses such as, 'up, down over, in, out'. Children use climbing equipment to re-enact familiar stories such as 'The Three Billy Goats Gruff' as they climb up, stomp over the bridge and down again. They recite well know verses such as, 'Who's that trip trapping over my bridge?' and use numbers, size and mathematical language in their play.

Children play in a clean environment where they learn the importance of good personal hygiene routines from an early age. Staff monitor hand washing after using the toilet and before eating, and explain the need to wash hands. Older children know that this helps prevent the spread of germs. Children have a good choice of healthy meals and snacks which encourages them to develop healthy eating practices. Staff make good use of routines and practical situations to promote children's independence. A rolling snack bar and water dispenser is used in pre-school and all other rooms have water available that is placed at the children's level. Older children select their utensils according to their dietary needs and serve themselves at meal times. This encourages children to self-select and think about their own personal needs.

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	2

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