

Bright Horizons at Tabard Square

Inspection report for early years provision

Unique reference number

EY318803

Inspection date

22/12/2010

Inspector

Josephine Geoghegan

Setting address

10-12 Empire Square, Tabard Street, London, SE1 4NA

Telephone number

0207 407 2068

Email

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 Tabard Square has been registered since 2006 and is one of many nurseries run by the Bright Horizons organisation. They operate from a purpose built nursery in the Borough areas of the London borough of Southwark. The group is registered on the Early Years register and on both the compulsory and voluntary parts of the Childcare Register to provide care for 96 children under eight years, of these 96 maybe in the early years age range. There are currently 63 children on roll in the early years age range. The group currently supports a few children who are learning English as an additional language. The nursery is open Monday to Friday from 7.30am to 6.30pm all year round, except one week closure over the Christmas period. There are 21 staff members including the cook, of these 20 staff work with the children, all of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Effective systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met. Staff encourage children to be active learners and skillfully support children's learning during free play and through well planned activities that promote all areas of learning and extra curricular activities with peripatetic teachers. The educational programmes and assessments of children's learning are monitored well, ensuring children are purposefully engaged in play. The capacity to maintain continuous improvement is outstanding. This is due to effective leadership and management systems in place that include secure methods of monitoring the quality of the service. Staff successfully implement a range of policies and procedures that ensure the welfare, learning and development requirements are met effectively; as a result the opportunities for children to develop their skills for the future are outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the organisation of storage arrangements relating to the storage of buggies left on the premises by parents

The effectiveness of leadership and management of the early years provision

Robust systems are in place to help safeguard children and promote their welfare. Staff have attended relevant safeguarding training and all required documentation

is in place. Clear policies and procedures enable staff to take prompt action if they have any concerns regarding children's welfare and well established partnerships with other professionals ensure information is shared effectively to support children and their families appropriately. Excellent systems are in place to ensure the ongoing suitability of staff to work with children, such as safe recruitment procedures and vetting checks, induction programmes and ongoing systems of appraisal. Thorough risk assessments are in place regarding children's safety within the setting and while on outings. Staff take positive steps to ensure any hazards are minimised and action taken is recorded and reviewed regularly.

Deployment of resources is effective as staff make good use of time and space, ensuring children are constantly and purposefully engaged in play. Excellent systems are in place to monitor staff supervision of children and ensure ratios are met at all times. The setting is very well organised to meet the needs of all children, however some storage facilities are less well organised. For example, many large winter buggies are currently left at the premises by parents and these no longer fit comfortably in the store room and a few overflow into the hall way. Diversity and equality are promoted effectively as staff show high regard to meeting children's individual needs, relating to their care, learning and development. Children have good opportunities to learn about cultures and beliefs through planned activities relating to festivals and celebrations that reflect a variety of cultures. They use toys and resources that promote positive images of people in the community. Excellent systems are in place to ensure children who have identified special educational needs and/or disabilities are appropriately supported. Staff work closely with parents to ensure children who are learning English as an additional language are supported.

Children's individual dietary needs are known and respected and details of their dietary requirements are shown on their own place mats used at meal times. Extensive methods are in place to ensure the continuous evaluation of the quality of the service by all staff. Communication between staff is effectively during practice and evident through documentation such as daily message books, records of staff meetings and in house training, evaluation documents and the local authority safeguarding audit. The setting shows a strong commitment to driving improvement as they have met all recommendations raised at the last inspection and set their own action plans, showing a clear awareness of their strengths and any areas for development. Excellent systems are in place to ensure engagement with parents is effective. For example, parents are offered a broad range of information about the setting. They are kept up to date with information via regular news letters and daily notice boards and offered individual information communication sheets that detail all events of their children's day. Parents report that their children are very happy at the setting and that communication between them and their children's key carer is good. The setting also offers care to older children during school holidays, promoting consistency of care for children who have recently left the setting to go to school and support for parents in meeting their childcare needs.

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

Children are cared for in an excellent learning environment, with plenty of clear play space and well organised group rooms. Children have access to an extensive range of good quality toys and equipment that are suitable for their ages and abilities. The setting is clean bright and welcoming with lots of displays and mobiles of childrens creative work and photos of them participating in activities. Group rooms for younger children are cosy with arm chairs for staff to sit and feed babies and lots of clear play space for them to crawl and move freely and safely while developing their walking skills. Group rooms for older children are very well organised with set areas for resources that reflect all areas of learning and include relevant labels written by staff and children. In addition, all group rooms have space for children's individual items to be stored in named units that include their coats, bags, and shelves for their assessment folders and any other items. Children are able to make choices and work independently as all toys and resources are stored at low level.

The setting has a broad range of furniture and equipment that is suitable in size and sufficient in quantity; ensuring children's physical care needs are met effectively. Good attention to detail is evident in the organisation throughout the setting, for example, the piazza area for physical play and the art workshop area. There are fish tanks in all group rooms along with plants growing that are cared for by the children; this enables children to experience physical play and learn about nature during indoor activities. The internal layout of the setting is well planned to promote supervision and safeguarding, for example, the group rooms, staff room and internal meeting room for staff all have large windows in a variety of shapes, enabling staff to see into the other group rooms and helping to safeguard children. Children are provided with a good balance of learning opportunities including group times, free play and outings in the local community.

Children are able to adopt healthy lifestyles as they are provided with a nutritious diet of meals that are freshly cooked on the premises. Older children are encouraged to serve their own food, enabling them to make healthy choices of the foods they would like to eat. They are offered fresh fruit, vegetables and have constant access to fresh drinking water, encouraging them to develop good eating habits. Good systems are in place to ensure the daily routines of younger children are catered for by staff who relate well to children's individual feeding and sleep routines. They keep accurate daily records which are shared with parents, informing them about all events of the day. Staff show regard to maintaining high standards of hygiene practice during nappy changing and meal times; this helps stop the spread of infection. Robust systems re in place to monitor children's progress and keep track of their individual learning needs. For example, staff in all group rooms consistently use the range of assessment documents devised by the company to record their observations of children during play and match these to the expectations of the early learning goals. They identify children's individual next learning steps and use this information to aid future planning. Staff also collate their assessments into a summary and hold regular reviews with parents; keeping them well informed of their children's progress. Staff work closely with parents and

other agencies, ensuring any additional learning needs are identified and catered for.

Staff use a range of methods to plan activities that are suitable for the age and abilities of the children in each group room, showing regard to children's individual learning needs, adult led focus activities and both indoor and outside play; as a result children have excellent opportunities to develop their skills for the future relating to all areas of learning. Adults support children's learning well by asking lots of questions that make them think, encouraging them to explore and develop their free creativity. All children are exceptionally well behaved; this is evident in their well established routines along with clear expectations of their behaviour set by staff. Children are offered choices and show a positive contribution to their learning environment as they help tidy away toys and work cooperatively together. They are supported in learning about safety and participate in emergency evacuation drills on a regular basis. Younger children are offered lots of cuddles and new parents complete a gradual settling in programme, enabling their children to feel safe and secure when they leave. Children feely approach staff if they have any concerns; this shows that they feel safe and have secure relationships with the staff who care for them. Younger children are able to explore while using a broad range of toys and natural resources. They enjoy being creative and make purposeful marks while using drawing materials and paints. All children are able to develop their free creative expression while using paint, collage and malleable materials. Older children are able to draw and create objects that represent people and things of interest. They show excellent writing skills as they add well formed letters of their names to their creative work and on notes and labels around the room. Children use books purposefully and benefit from cosy areas to relax and enjoy using books for pleasure.

Younger children develop their knowledge of technology as they imitate adults while using phones and calculators and older children show skillful use of the computer, using the mouse and following the programme independently. Children learn about nature while growing plants, caring for the fish and through regular outings in the local environment. Children develop their physical skills as they enjoy the music and movement sessions with the peripatetic teacher who engages them in role play activities and ends the session with a discussion, helping children to recall their activity and develop their speaking and listening skills. They also use a good range of equipment in all group rooms that help develop their coordination and physical control. Children develop their problem solving skills as they use a broad range of puzzles and construction sets, with older children showing an awareness of size and shape as they make intrinsic designs while using small wooden blocks for example. Children are active learners; they move freely and follow their own interests while being supported well by staff. They benefit from additional learning support from peripatetic teachers who attend weekly to provide computer, dance, music and French sessions and staff ensure the educational programmes are well planned to meet children's individual needs. As a result, children have excellent opportunities to develop their skills for the future and the outcomes for children are outstanding.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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