

House of Commons Nursery

Inspection report for early years provision

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Inspector

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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).

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Description of the setting

House of Commons Nursery registered in 2010 and is one of 21 nurseries run by London Early Years Foundation. Places are available for children of employees of the House of Commons. It operates from a refurbished suite of rooms on the first floor of the Refreshment Department of the House of Commons, Westminster. It is accessible by lift.

A maximum of 40 children within the early years age group may attend the nursery at any one time; of these, not more than 9 may be under 2 years. It opens each weekday throughout the year from 8am to 6pm; parents can make prior arrangements for their children to stay longer to accommodate late sittings. There is no direct access to outdoor play but good daily use is made of St James Park for outdoor play.

The setting supports children who have special educational needs and English as an additional language. There are no children in receipt of education funding. There are currently 12 children on roll; of these, 10 are under two years of age, some of the children attend on a part-time basis.

The nursery employs four members of staff and all hold a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision is good. Children are safe and secure and there is a strong emphasis on equality for all. There are ample opportunities for children to make independent choices in their play. Partnership with parents is well established. A key person system provides flexibility during the settling period and ensures appropriate information is passed on, to promote children's welfare. Detailed risk assessments are carried out, however, these do not have all the required information. The leader leads a strong and committed staff team and discusses her plan and vision for the nursery but there are no formal systems for self-evaluation.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record or risk assessment so that it includes information on who conducted it

09/02/2011

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

- develop formal system for self evaluation

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed and understood by those who work with the children. The written policy has all the required information and links with the appropriate child care agency to report any concern. Additionally, children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new practitioners. Comprehensive risk assessments are carried out and recorded; however, these do not include all the information to meet specific requirements. Most of the records required for the safe and efficient running of the nursery are up to date and meet requirements.

There is a strong emphasis on working in partnership with parents and they receive comprehensive information about the business arrangements and the curriculum. Parents are full of praise and state 'they like the flexibility with regard to children settling'. During the settling in period parents can visit at specific times to feed their children. Parents can access comprehensive information about their children's learning and progress towards the early learning goals. Information for parents is also shown on a white board and the notice board. Parents are valued and practitioners record sensitive information to ensure consistency of care. The key-person system promotes children's welfare and ensures information is passed on appropriately. To show their commitment for continuous improvements practitioners meet with parents regularly during the first three months, to discuss their children's progress. This also provides an opportunity for parents to comment on the service they receive. Children's learning and development is enhanced by strong links with others, such as visits to the other nurseries in the group and community events.

The leader is motivated, enthusiastic and leads a committed and passionate team who work extremely well together. Although, the project is new staff are experienced and knowledgeable. Regular team meetings, individual supervision with staff and a hands on approach are some of the methods used by the leader to support staff. During discussion, the leader showed a good understanding about her plans for the future and areas of strengths and areas for development. However, she is yet to develop more formal systems to reflect and review the service. There is good support for children and families who have special needs.

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

Practitioners' good knowledge and understanding of how children learn enables them to plan and deliver interesting opportunities for all the children. As a result the learning environment is superbly organised so children can see what is available and make independent choices. This creates a stimulating environment conducive to learning through play. Inclusive practice is promoted in every aspect of the children's care and education; practitioners value children as individuals and know each child and their family background. Children are secure in the nursery environment and settle quickly because they have favourite and familiar items with them; there are also lots of photographs of them displayed around the nursery. Much thought is given to the organisation of resources to ensure children get maximum enjoyment through repetitive play. Plenty of signs printed in other languages are used to ensure parents and children feel welcome.

There are many opportunities for children to initiate their play, explore and investigate; for example, they shake and roll clear bottles with interesting items that stimulates their senses. Practitioners are sensitive to the needs of the children and are skilled at using different teaching methods, to ensure all the children are involved.

Practitioners are effectively deployed indoor and outdoors to support the children; for example, practitioners sit on the floor and children respond positively to their good use of praise and encouragement. Children are confident and happily play on their own or in a group. Older children are independent and help to serve the younger children at lunch time. They are familiar with the routine and scrape food off their plate, putting the empty plate in a bowl. Children are skilled at using language in a variety of ways and confidently use sign language to make their needs known especially at lunch time. Equally, they use words to give information about past and present activities.

Observation and assessment records are consistently updated, especially during the first three months. Consequently, all practitioners record sensitive observational assessments so they can plan to meet young children's individual needs. As most of the children are settling in practitioners are in the early stages of using written observations to plan long term. The Key person develops a genuine bond with individual children and their parents. This ensures children are cared for appropriately and that adults respond sensitively to their feelings and behaviour.

Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. They skilfully use the computer and digital camera. Babies investigate resources repeatedly, such as pushing and pulling buttons and interesting mobiles. This helps them to develop skills for the future.

The celebration of festivals from around the world, books printed in other languages and small world people are some of the ways children learn about

diversity. The weekly menus incorporate food from around the world.

Children embrace a healthy life style and there are daily opportunities to enjoy outdoor play. Good hygiene routines are consistently carried out to minimise the spread of infection. Older children wash their hands before handling food. Children make healthy choices at snack time and enjoy fresh fruit and water. The arrangements for storing and preparing meals for babies is hygienic. Appropriate consent is sought from parents to ensure children receive the correct treatment in an emergency.

Children achieve and enjoy their learning because the learning environment is safe. Their understanding of safety is furthered promoted as appropriate fire detectors are fitted and regular fire drills are carried out and recorded. Good quality interaction and well organised routines help babies feel secure. Older children learn about road safety through discussion and respond appropriately to traffic signals.

Children are well behaved. They are engrossed in activities and during play practitioners remind them about acceptable behaviour. They contribute to their learning and help to tidy up after play.

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	3
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	1

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	3
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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