

Toddlers Inn Nursery

Inspection report for early years provision

Unique reference number	135111
Inspection date	07/06/2011
Inspector	Helen Steven

Setting address	Cicely Davis Hall, Cochrane Street, London, NW8 7NX
------------------------	---

Telephone number	0207 586 0520
-------------------------	---------------

Email	
--------------	--

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Toddlers Inn Nursery is privately owned and has been registered since October 1992. It operates from a community hall in St John's Wood in the City of Westminster. The nursery has access to a hall and additional play room, kitchen, toilets with a toddler changing room and an enclosed outdoor area within a short distance of the premises. They have begun to fence off an area adjacent to the hall to be used for the children. The hall is on the ground floor with two small steps at the entrance, however, there is a ramp which can be fixed if required for wheelchairs.

The nursery is registered on the Early Years Register to care for a maximum of 24 children; there are currently 39 children on roll aged from two to four years. The nursery supports children who have special educational needs and children who speak English as an additional language.

The nursery opens five days a week during school term times. Children attend for a variety of sessions; 9am to 12 noon, 9am to 1pm, 1pm to 3.30pm and 9am to 3.30pm. Four staff work directly with the children and the manager is supernumerary, most staff have appropriate childcare qualifications. The provider includes specific sessions for drama and football skills for all children. The nursery receives support from Westminster's Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery team have made significant improvements since the last inspection which has had a positive impact on the outcomes for all children. Children thoroughly enjoy their time at this friendly nursery; they thrive in a safe, stimulating and welcoming environment which enables them to make good progress in their learning, though their outdoor experiences are primarily for physical play. The learning environment is being developed although some areas are yet to be fully enhanced. The management and staff team are very motivated and enthusiastic; they undertake regular training and review and reflect on their practice to continually improve the quality of the provision. The staff team have effective relationships with parents and good links are in place with other agencies so that children can receive the care they require to meet their individual needs.

What steps need to be taken to improve provision further?

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

- ensure that records are kept of all medicines administered to children (Safeguarding and promoting

21/06/2011

children's welfare).

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

- enrich the learning environment and planning of experiences in the role play and outdoor provision to ensure they play a key role in supporting and extending children's development and learning in all areas.

The effectiveness of leadership and management of the early years provision

Good awareness of safeguarding issues among staff, along with ongoing training ensures children are safe and secure. The provider has collated evidence that all staff have had a Criminal Records Bureau check and ensures that all visiting staff are vetted. There is a comprehensive range of policies and procedures sourced from the Pre School Learning Alliance that ensure the smooth running of the nursery and the children's safety and well-being. Risk assessments for the premises and any outings are carried out in line with requirements. Required documentation is in place, for example, attendance registers and accident reports. However, as staff do not routinely administer medication they are not all familiar with the correct procedure. They have rightly requested written parental permission, and although staff are aware of who and when the medication was administered, this has not been recorded as required.

The introduction of regular staff team meetings has been the foundation for developing a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that is improving the quality of provision for all children. Staff are motivated to further raise their skills by attending training, for example all staff now hold a first aid certificate to enable them to deal effectively with children if they have an accident. The learning environment has been developed since the last inspection, for example, enabling children to self-select from a range of good quality resources developing their independence. The nursery makes use of a nearby all weather outdoor space and are in the process of securing a small adjacent patio area which they aim to develop to enable this to be an integrated part of the nursery offering free-flow activities. Staff have reviewed the recording systems used to observe and plan for the children, which support individualised learning. They are continuing to develop this by focusing on ways they track children's progress. Inclusion is promoted throughout the setting through the identification of each child's individual needs; this process is successful as an effective key person system is in place. The nursery encourages links with other agencies to ensure that other professionals are able to contribute to the support of children's individual needs as and when needed.

There is a good partnership with parents; they are encouraged to share their skills and knowledge, for example, in relation to their festivals. Information is exchanged verbally each day. In addition regular parent conferences are held where staff make a summative report of children's progress and work alongside parents to identify children's next steps in learning. The introduction of electronic newsletters

has strengthened communication. Parents report that these help them support their children's learning at home. Parents are positive in their feedback about the nursery; they feel that their children have made good progress, are comfortable in the setting and staff are 'super loving and caring'. They appreciate the effort staff have put into their children's profile documents which are accessible. They like their children's 'original work' being on display and feel that the nursery's approach to experience based learning is a core strength.

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

Children make good progress towards the early learning goals as staff plan and provide interesting and challenging activities. Staff are very proud of the achievements all children have made. The team have reviewed their practices and now children primarily learn through meaningful experiences. Children have opportunities to go on local outings which enhance their knowledge and understanding of their community. Outdoor learning in the all weather area is primarily focused on physical activities and not across other areas of learning. Children are enthusiastic learners as they explore the accessible resources and make choices about their play. Children are supported in learning to behave well, they are giving meaningful praise when, for example, when sitting and listening at circle time. Staff have been reflecting on their behaviour management practices and have undertaken training and share information at staff meetings to develop their consistency in their approach.

Children's creativity is enhanced as they freely access media to enable them to express their ideas. They work together, helping each other tear off sticky tape and cut items with scissors. Their work is displayed and children proudly show visitors their paintings of tigers and lions, which they have labelled themselves. Children enjoy role playing familiar experiences and begin to share their ideas. For example, children wrap up their dolls in blankets and prepare a picnic which they set out on the floor. They pretend to feed their dolls and each other. The role play area is yet to be enhanced to fully support children's play across all areas of learning, for example, there are no notepads, scales, or packaging from different cultures. Children enjoy the sensory experience of water play and learn about volume when moving the liquid between containers. They watch in awe as it gushes out of the sponge they are squeezing. They roll modelling materials into balls and 'snakes' and compare the lengths. They identify shapes of fruit slices and young children spontaneously count their fingers and burst into the alphabet song. Staff extend children's learning by asking questions and encouraging children to think. Children with English as an additional language are supported in communication as staff know keywords in their home languages. In addition staff have recently obtained an electronic device that translates useful phrases for parents and children in numerous languages. They plan to use when settling children to give them comfort and a sense of belonging. Children learn about nature by growing herbs. Children negotiate space as they steer their 'wheelies' around the playground. They roll their bodies up and down the space and skilfully kick and throw the balls.

Children demonstrate they know how to keep themselves safe when talking about the use of knives. In addition regular fire drills help children to gain a sense of how to keep themselves safe in an emergency evacuation. Children take pleasure in personal hygiene routines such as independent handwashing. They enjoy nutritious lunches provided by their parents. Children benefit from healthy snacks and have the choice of five fruits and vegetables daily. As a direct result parents report that their children have started eating vegetables at home. Children enthusiastically tell their parents that they have tasted blackberries today and like them. There are opportunities to recycle paper which develops children's knowledge of sustainability.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

