

Charing Cross Day Nursery

Inspection report for early years provision

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Inspection date	22/06/2011
Inspector	Martha Darkwah
Setting address	Fulham Palace Road, London, W6 8RF
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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

Charing Cross Day Nursery opened in 2003 and is privately owned by the National Health Service. The nursery is a registered charity managed by a board of trustees. It operates from three rooms in a purpose-built building in the hospital grounds. It is situated in the London Borough of Hammersmith and Fulham. All children share access to a secure enclosed outdoor play area.

A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 7:15 am to 6:15 pm for 52 weeks of the year.

There are currently 46 children aged from six months to under five years on roll. Of these, nine children receive funding for nursery education. The children come from the local community. The nursery currently supports a number of children learning English as an additional language. The setting welcomes children with special educational needs and/or disabilities.

The nursery employs 15 childcare staff working directly with the children throughout the day. All have appropriate early years qualifications. The manager holds an NNEB qualification, a further level four qualification and she is studying to achieve a BA in early years education. Of the two deputy managers, one has a BA in early years studies and Early Years Professional Status and the other has level three and working towards a Foundation Degree.

The nursery food is prepared by a team of qualified chefs in the main hospital kitchen. The resident nursery has a cook to take charge of all aspects of food delivery, storage and serving.

The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedicated staff team effectively support children's needs in a safe and secure child-centred nursery environment. Children enjoy a broad range of activities that adequately support their learning about the local area and the world around them. Partnerships with parents and others are strongly emphasised and inclusive practice is promoted well. Children are making good progress in their learning given their age, stage of development and individual starting points. The whole staff team contributes to the evaluation of the nursery's provision which is good overall. There is a good capacity for improvement and the management team and staff have a positive vision for ongoing development of the nursery. Although risk assessment systems are in place, they do cover everything children may come into contact with.

What steps need to be taken to improve provision further?

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

- improve the risk assessment systems to include anything with which children may come into contact with
- develop tracking systems for learning plans to show clearer links to the information gained from observing the children and the identified next steps, tracking how this is used to support the planning future activities.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded due to the exceptional systems in place to protect them. Robust ongoing procedures are in place which ensures that those working with the children are suitable to do so. Staff members have an excellent knowledge and understanding of child protection issues and those responsible for safeguarding are suitably trained for the role and responsibilities. Although a record is kept of the risk assessments indoors and outdoors, they are not in sufficient detail to include everything that children may come into contact with. Children's safety is further promoted as they participate in regular fire drills. Staff members are well deployed and closely supervise the children during activities to enable them to take risks in a safe environment.

The nursery's self-evaluation is accurate and comprehensive, and is seen as an ongoing exercise for continuous improvement. The management and staff team are fully committed to making continuous improvement and this has significant impact on enhancing the care and learning programme. Children and parents can freely express their views regarding their likes and dislikes in the nursery. Staff team work with their managers effectively to evaluate their work and together they identify their training needs and take steps to address them.

Resources are excellently deployed indoors and outdoors to enable all the children to have free flow and see what is available and make independent choices. They include a selection that promotes positive images of diversity, disability and linguistic differences. Staff show respect for the diverse cultural backgrounds of all children. They engage very well with parents and carers to find out about languages spoken at home, cultural matters and each child's particular needs and achievements. Staff plan and provide a range of multicultural activities which are carefully chosen to reflect the background of the children they care for and some which link to celebrations enjoyed in the wider community.

There are clear systems in place to establish a child's starting points. Staff members make systematic observations and assessments of each child's achievements, interests, learning journey and the next steps of development; however the tracking system for identified next steps is not secure. Staff members match their observations on children to the early learning goals.

Strong partnerships are established with parents who receive daily information and verbal feedback regarding their child's care. There are systems for obtaining information which enables the staff to provide for the individual needs of each child. The information that the adults share helps the staff to provide continuity of care for the children. Detailed progress reports are completed and parents are invited in for regular reviews. They are warmly encouraged to be fully involved in their children's learning. As a result, parents' and carers' feedback is totally positive about the quality of care received by their children. Parents' representatives organize a range of social evenings these events are very popular and well supported by all.

Partnerships with others are good. The nursery has established close links with the local authority which ensures that expert guidance and support can be accessed rapidly if any children have need of it. Good links have been established with early years professionals, ensuring children's individual needs are consistently recognized, planned for and addressed. The nursery is beginning to establish secure links with other practitioners where children will move to, helping with continuity and progression of their learning.

A comprehensive set of policies and procedures are well maintained, reviewed and shared with staff and parents to promote the children's overall welfare.

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

Children have uninterrupted time to really consolidate their learning and explore activities, and develop their imagination and natural curiosity. Children's own ideas, interests and views are clearly listened to, and followed through in themes and topics when planning the curriculum. Older children and younger children experience an extensive range of activities outdoors frequently throughout the day. For example, records show that older children thoroughly enjoy exploring the medium, skills and techniques of woodwork activities in an inclusive environment. It enables children to manage risks and problem solve whilst establishing an awareness of safety of themselves and others.

Staff members speak clearly to the children and they extend their vocabulary at every opportunity using open-ended questions to get children thinking and extend their learning. Some of the older children make credible attempts at labelling their own paintings and creative materials. Children are learning to count and sing songs in other languages and use sign language. Children have access to a range of information and communication technology equipment, battery operated toys, listening corner and computer station which helps them to discover how things work and develop skills for the future.

Staff members skilfully create an indoor and outdoor environment that gives children time to play and encourages them to exercise their imagination and learn to develop ideas from within themselves. Simple homely tasks, such as brushing

teeth after lunch and artistic activities are balanced with story telling and singing songs. As older children rehearse the repertoire of songs for their graduation show wearing robes and mortar boards, one child proudly said 'I love graduation' demonstrating positive self-esteem and a true sense of achievement. A rich supply of natural materials provides children with much scope for imagination in play, both indoors and outdoors. For example, they mix dough and add different media to vary the textures and various colours and different scents to explore with all their senses. Children learn about living things and life cycles they grow herbs, vegetables and flowers in the garden observing and noting the changes as they care for them.

Due to the excellent deployment of resources indoors and outdoors covering all areas of learning, there are extensive opportunities for children to see and use for example, writing for a purpose. Effective labelling, and organization of story and circle times in the setting help children in making good progress in their communication, language and literacy skills. Older children readily use mathematical language in their play. They are becoming proficient in counting and staff use mathematical language in everyday routines to support children in understanding concepts such as size and shape. Children's interests are followed through very well to create ongoing learning opportunities, for example, astronauts and space men. Photographic records show children engaged in real life experiences such as systematic observation and care of living eggs through their life cycles, learning key words, such as incubators.

Children's health needs thrive due to the range of purposeful activities to promote a healthy lifestyle. Children enjoy a variety of healthy and nutritious meals provided by the hospital chef. They demonstrate their growing independence when they pour out their own drinks, choose their snacks and eat their meals with little assistance.

Children are well behaved because they are sufficiently challenged. They are familiar with the routines and early help to prepare for the next activity. Staff members are highly intuitive with all children and respect their individual preferences. For example, staff recognize when an anxious child seeks reassurance by offering their special comforter or a cuddle.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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