

Clapham Day Nursery

Inspection report for early years provision

Unique reference number EY304965
Inspection date 20/07/2011
Inspector Lorraine Sparey

Setting address 3 Peardon Street, Battersea, London, SW8 3BW

Telephone number 020 7498 3165 0207 622 5552
Email clapham@bringingupbaby.co.uk
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).

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.

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

Clapham Day Nursery is one of five nurseries owned by Bringing up Baby Limited. It is situated in a three storey building on the borders of Balham and Clapham, which is within the London Borough of Lambeth. There are five children's playrooms spread over three floors, the second floor is used for preschool children, the first floor for older toddlers. Each room has integral nappy changing and toilet facilities, and the baby room is equipped with a milk kitchen. The front fenced area provides secure outdoor play for the children.

The nursery opens between the hours of 8am to 6.30pm, Monday to Friday throughout the year, except for bank holidays and five working days closure at Christmas and Easter. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 74 children on roll, all of whom are in the early years age group. The nursery receives funding for nursery education for children aged three and four years. The children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language.

A total of 13 staff are employed to work with the children. The manager and most of the staff team are qualified to level 3 in early years childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and motivated in their learning; they participate in a wide range of activities tailored to their individual needs and interests. Overall, children make good progress in their development and learning. Staff know the children well and create an inclusive and welcoming environment with children's art work, photographs and a wide range of resources. There are some systems to monitor and evaluate the provision to ensure that staff, parents and children are involved in the decision-making to enable them to make continuous improvement.

What steps need to be taken to improve provision further?

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

- improve children's awareness of supporting their own health through encouraging them to blow their own noses and dispose of tissues appropriately and reviewing arrangements for snack time to consider cross infection
- review the systems to ensure children's learning journeys are up to date and available to aid a smooth transition between the different rooms in the nursery, enabling staff to effectively plan for the next steps in their

development and learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff demonstrate clear knowledge and understanding of the nursery's policies and procedures. They are able to identify clear action to take in the event of a concern with regard to a child's welfare. Risk assessments are completed throughout the nursery and outdoor area to ensure a safe and secure environment for young children. Their health, safety and general well-being is generally promoted well throughout the nursery. For example, good nappy changing procedures ensure that children are comfortable at all times. However, at times such as snack time staff do not fully consider how they are promoting healthy lifestyles with children. For example, children have their fruit on paper towels rather than plates or bowls, at other times staff do not respond when children have runny noses and do not encourage the child to blow their own nose and dispose of the tissue appropriately. There are good procedures to ensure staff recruited are suitable to work with children. In addition, they have annual appraisals and regular supervision sessions to ensure they remain suitable for their role. Staff are encouraged to attend training both internally and externally through the local council.

Space throughout the nursery is used well to create a stimulating learning environment. Generally staff are deployed effectively to meet the needs of children. However, on occasions particularly during specific sessions such as 'Diddy Dance' staff are not deployed well to ensure every child is sufficiently supported to enable them to fully participate. There is a good range of resources throughout the nursery which is accessible and children are confident to access them.

There are effective systems to monitor and evaluate the provision such as completing the Ofsted self-evaluation form and liaising with other nurseries within the chain, sharing good practice. As a result of a member of staff visiting another nursery, they created an interactive wall displaying portraits of the children with their names. Parents, staff and children match the names with their portraits. Parents' views are sought through questionnaires and any suggestions are implemented. For example, a parent requested more information about what staff are planning for the children. As a result, they have a monthly newsletter detailing the following month's plans to enable them to be involved.

Staff develop positive relationships with parents and carers. They receive good quality information when they initially register their child. Good settling in procedures ensure that when the arrangement begins there is a smooth transition from home to nursery. Parents report that their child has become more confident and independent since attending the nursery. They state that they feel communication is good, staff are friendly and there is a warm and welcoming environment. There are some basic procedures to share information with other early years settings and professionals, although these are in the early stages and the information is not used to ensure a cohesive approach to children's learning.

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

Children are motivated and keen to come into the nursery and begin playing. They separate well from their parents and carers, quickly engaging in activities of their choice. Staff interaction is good and as a result children are keen to involve them in their play and learning. Children participate in a broad range of activities covering all areas of their learning and development. For example, they observe how broad beans grow, planting and tending them before picking them and giving them to the cook who includes them in their dinner. Babies benefit from the warm and trusting relationships they are developing with the staff who clearly know their individual needs well. They support them in experimenting with shaving foam, developing their communication skills as they talk with them, repeating simple words in an encouraging way. Older toddlers are absorbed in listening to a story CD and with help linking it with the storybook. Examples of children's creative achievements are displayed throughout the nursery, enabling them to gain a strong sense of belonging, building their confidence and self-esteem.

Staff demonstrate good knowledge of the Early Years Foundation Stage framework and plan activities linked to children's individual interests and abilities. They complete observations and take photographs to demonstrate children's progress. As children move through the nursery their learning journey goes with them to help staff ensure a smooth transition. However, some learning journeys are not up to date or available as the child progresses into the next room. Therefore, it is difficult for staff to effectively plan for those children.

Children benefit from healthy and nutritious snacks and meals which are freshly cooked on the premises. Generally mealtimes are sociable occasions where staff sit with the children and talk about their day. Any dietary requirements are well met. Hand hygiene routines and promoting children's understanding of healthy lifestyles varies throughout the nursery. On occasions they are not encouraged to blow their noses or reminded when they need to wash their hands. Children learn about safety and older children show consideration to younger children, supporting their safety. They benefit from the staff being positive role models and explaining about the consequences of their behaviour. For example, two children play with hoops and the member of staff explains they need to be careful otherwise they may trip. Children follow good procedures when using the stairs such as staying in a single line and holding the low-level banister. Children's behaviour is good throughout the nursery. They play and cooperate well together displaying good manners. Children learn about different cultures, beliefs and special days which they celebrate such as Nelson Mandela's birthday. This supports their awareness of valuing and respecting others.

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	3
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	3
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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met