

Lavender Hill Day Nursery

Inspection report for early years provision

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Inspection date	25/07/2011
Inspector	Rebecca Hurst
Setting address	Asda Stores Ltd, 204 Lavender Hill, LONDON, SW11 1JG
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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*.

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Description of the setting

Lavender Hill Day Nursery registered in 2011. The nursery operates from four rooms in a single storey purpose built premises; there is also a kitchen, staff room, office and laundry. All children share access to a secure, enclosed outdoor play area. The nursery is located in the grounds of Asda supermarket, Clapham Junction, within the London Borough of Wandsworth. The premises are within walking distance of the mainline station and Clapham Common. The nursery opens each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery is registered on the Early Years Register. The nursery may provide care for no more than 69 children in the early years age group; of these, not more than 21 may be under two years at any one time. There are currently 24 children on roll. Currently the nursery is not in receipt of funding for the provision of free early education for children aged three and four, however they will be from September 2011. There are currently 13 staff working with the children; of these, 12 have a relevant early years qualification. The nursery also employs a cook and house keeper.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and thriving, because the staff at the nursery create a safe and secure environment, where children are valued and supported. Warm, positive and trusting relationships enable children to feel safe and secure. The nursery has a good capacity to maintain continuous improvement, because all staff seek to improve their knowledge and understanding of children's early years development through further training opportunities. The nursery team evaluates its provision well to ensure it is responsive to its users and that continuous improvement is promoted. However they have not identified the weaknesses in the maintenance of attendance and medication records.

What steps need to be taken to improve provision further?

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

- keep a daily record of the children's hours of attendance (Documentation) 19/08/2011
- keep written records of all medicines administered to children, with particular regard to recording the name of the medication (Safeguarding and promoting children's welfare). 19/08/2011

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

- record differentiation for more able children in the planning, and extend the children's learning when they are participating in all activities, to bring about best possible outcomes for all children

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection and how to safeguard the children in their care. Good procedures in place ensure all staff have up to date Criminal Records Bureau checks and good suitability checks ensure staff are suitable to work with the children. Well developed safety procedures, such as, regular fire drills and detailed risk assessments ensure children's safety is a strong focus within the nursery. The setting's concise policies and procedures ensure parents are fully informed about all aspects of the provision. Most documentation required for the safe and efficient management of the provision is well maintained. However, records of attendance do not always show the times of children's attendance because departure times are not consistently recorded. As a result, it is not fully clear when the children left the nursery. Also although consents to administer medication are obtained and records are made in relation to the administration of medication there was one entry where staff failed to record the name of the medicine/ medication given. Therefore requirements are not fully met in relation to these records.

Resources are effectively arranged and organised, creating an enabling environment where children can play and learn. Children are confident and independent learners because they have easy access to low level furniture and a wide range and variety of exciting toys and play materials, strongly supporting their enjoyment and achievement. Children learn early word recognition through the excellent use of labels on the resources and furniture. The children have access to a varied amount of resources which promote equality and diversity. Children learn about festivals and celebrations from around the world at an age appropriate level.

The nursery self evaluates the provision well. The nursery is responsive to its users as parents and staff are fully involved in the decision making process in the nursery. The nursery works well with the local early years team, who provide a good range of training and development opportunities for the staff team. The nursery has clear priorities and targets for improvements. The nursery is beginning to work with the local schools to ensure the children have a smooth transition to the new schools. The nursery works closely with the parents to keep them informed of what is happening within the nursery and how well their children are progressing with their development.

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

Children are very happy and settled in the nursery. All of the children happily explore the well laid out rooms using the excellent range of resources, which ensures the children are safe and supported well to practice and acquire new skills. Children receive an abundance of attention from all of the staff which greatly builds on the children's self esteem and their confidence to thrive.

Well developed observations are carried out and used effectively to plan for the children's individual needs through the planning system. Currently during activities and in the planning more able children are not being fully challenged to make the most of their abilities. Staff are skilled in using open-ended questions to enhance the children's learning experiences and to get them to think about what they are doing.

Babies thoroughly enjoy playing with water and exploring the bubbles the water makes. Staff sit with the children at all times and interact well with them building on their confidence levels by the good use of eye contact. Older children experiment with the large wooden building blocks and use their imagination in making a fire engine out of them. Children work closely together to move the larger bricks into place.

Children have planted out their own fruit and vegetables and the older children regularly care for the plants by giving them regular water, to make them grow. Children have the fruit and vegetables they have grown with their meals. This teaches the children where and how food is grown. They also work closely with the local supermarket staff who come in to talk to the children about healthy eating and get them to try new and different foods. All children work very well together and the older children are very good role models to the younger children and help them in their play. Given the children's ages and stages of development the children are very well behaved.

Children play in a hygienically clean nursery, were the children help the staff by cleaning the tables in preparation for their meals. Children serve themselves their own lunch and meal times are social occasions where staff sit with the children and talk about what they are having and what effects healthy food has on the body. Children have their learning extended through the free flow system to the outside area. The staff use this as an extension of the learning experiences they have inside. They also ensure the children have daily access to equipment to promote the children's physical development.

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	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
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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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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