

# Baby Room Balham

Inspection report for early years provision

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**Unique reference number**

EY423833

**Inspection date**

16/09/2011

**Inspector**

Lorna Hall

**Setting address**

22-23 The Boulevard, 205 Balham High Road, LONDON,  
SW17 7BW

**Telephone number**

0207 622 2566

**Email**

sarah@babyroom.co.uk

**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

Baby Room Balham nursery has been registered since 2011. It is one of four nurseries and operates from a detached purpose build building in Balham in the London borough of Wandsworth. There is direct access to a garden for outdoor play.

The nursery is open Monday to Friday from 8am to 6.30pm. It is registered on the Early Years Register to provide care for 25 children under five years. The nursery is also registered on the compulsory part of the Childcare Register.

There are 27 children on roll in the early years age range. The nursery employs nine members of staff, most of whom have early years qualifications to at least level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare needs are addressed suitably, although not all specific legal requirements have been met. Partnerships with parents are sound and children are happy and make satisfactory progress in their learning. However, weaknesses in planning for individual needs and staff deployment mean that children are not always supported effectively by staff. There is a suitable capacity for improvement. The leader has identified strengths in the provision and some areas for improvements. The nursery has appropriate links with the early years advisory team.

## What steps need to be taken to improve provision further?

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

- ensure children's hours of attendance is recorded at all times (Documentation) 19/09/2011
- ensure a full risk assessment is carried out for each type of outing (Safeguarding and promoting children's welfare) 19/09/2011

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

- improve observations and assessments in order to learning and development experiences that are tailored to meet children's individual needs

- improve staff deployment and resources to provide well-planned experiences which support young children's freedom to learn with enjoyment and appropriate challenge
- improve reflective practice and self-evaluation to identify the setting's strengths and priorities for development to improve the quality of provision for all children, and to identify training needs for all staff.

## **The effectiveness of leadership and management of the early years provision**

Children are suitably safeguarded because staff are familiar with steps to take if they have concerns about a child. They liaise with the appropriate agency to ensure any concerns are dealt with in the best interests of the children.

Appropriate recruitment procedures mean that children are cared for by suitably qualified and vetted staff. Staff conduct fire drills to help children feel confident in the evacuation procedure. Most records required for the safe and efficient running of the provision are available, including risk assessments for the premises.

However, the risk assessments do not include outings. In addition, the attendance register on the day of inspection is not consistent with the usual accurate recording of the children's attendance. These are breaches of requirements.

Staff are committed to working in partnership with parents. The key person system is generally effective and ensures staff have sufficient information to meet the children's individual care needs. Parents are warmly welcomed on arrival and there is a daily verbal exchange of information. This is supported by a written diary which helps to ensure the care of all children, especially the babies, is consistent. Linguistic diversity is valued. The leader is 'hands on' and leads a committed staff team. Staff absences are covered by staff from another nursery within the nursery chain. The leader is involved in all aspects of the provision and supports staff through individual appraisals and team meetings. However, training needs for individual staff members are not always identified. There is a clear vision for the nursery and this is communicated through staff meetings. The leader works closely with other senior staff within the nursery chain. This practice promotes improvements and sustainability. Although the leader has identified strengths in the provision and some of the areas for improvement, she has not identified the breach of requirements or the system for carrying out observations and assessments as areas for further improvement.

The learning environment is well laid out with a variety of resources and equipment. The nursery operates a high adult to child ratio; however, staff are not always effectively deployed to work directly with the children, which impacts on the range of play experiences available to them. The outdoor area is inviting and children have opportunities to use recycled materials, such as chalk and paint boards. The celebration of festivals and resources reflect the diverse community of the area and help to provide an inclusive environment for the children.

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

Children learn and develop in an environment that enables them to choose resources appropriately most of the time. Key persons in the baby room know the children well and ensure they are challenged and stimulated appropriately. They provide lots of opportunities for the children to learn through repetitive play. All children have equal opportunities to choose resources stored at their level. This promotes inclusion. However, some of the resources available for the more able children lack stimulation. This results in the children losing interest in an activity or playing with resources inappropriately, throwing them to the floor, for example.

Children generally initiate their play and adults provide support, praise and encouragement. For example, several times during the session the children bring books to adults to read to them. However, although the children can see beautiful resources in the adjoining rooms and in the garden, a lack of opportunities to play with these resources at all times limits their enjoyment. For example, children do not always have access to dressing up clothes and resources to promote their imaginative and physical skills.

Children's communication, literacy and numeracy are developing generally well and the learning environment provides opportunities for them to use numbers in a variety of ways. They recognise and name shapes in their environment. Children listen keenly to stories and make connections. Children are independent and confidently explore resources at their leisure. Their understanding of information and communication technology is developing as they repeatedly push buttons, press levers and closely examine resources. Children in the baby room enjoy ample opportunities to promote their sensory development and they play with textured toys. Their facial expression is a clear indication that they enjoy these experiences.

Children develop appropriate skills for the future through the range of activities available to the children on a daily basis. Most of the children have learning journals and these are generally up to date. However, many of these journals lack information about how staff plan for the next step in the children's learning. The system to observe the children during the six weeks settling period is not effective as it does not always allow staff to observe and plan for those children with irregular attendance patterns.

Children practise fire evacuation drills to learn how to leave the premises quickly and safely in an emergency. Furniture and resources are organised so the children can walk around and play safely. Children enjoy daily opportunities to play in the garden, enjoying fresh air and exercise. They show confidence and good coordination as they propel themselves forward and crawl through small tunnels. Young children show a mature understanding about keeping healthy during play. For example, they recognise that child in the story is dirty and needs to have a wash. There is a strong commitment to meeting children dietary needs and the leadership seeks advice from a nutritionist to ensure meals are wholesome and balanced. Children have a good of healthy lifestyles. This is well supported by lots of colourful posters on display to encourage the children to develop good hygiene

habits. Low-level sinks enables them to wash their hands independently and older children can help themselves to drinking water during the session. Good systems are in place to minimise the spread of infection and parents receive information about the care and exclusion of children who are ill.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 19/09/2011