

Braeside Day Nursery

Inspection report for early years provision

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Inspection date	22/08/2011
Inspector	Lorraine Sparey
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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

Braeside Nursery opened in 1996 and the present owner took over in 2003. It operates from four rooms in a house in Streatham Vale. The nursery serves children from the local area. It is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. The setting may care for no more than 25 children in the early years age group, of these, not more than 23 may be under three years, and of these, not more than 12 may be under two years at any one time. There are currently 23 children on roll and children attend for a variety of sessions. The nursery supports a number of children with special educational needs and/or disabilities, as well as children who speak English as an additional language.

The nursery employs seven members of staff excluding the manager, all of whom hold appropriate early years qualifications. In addition, two members of staff are undertaking further training, including one who is studying for her Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled. They choose from an appropriate range of adult led and child initiated play and learning opportunities. Documentation is in place to support children's progress, although some files are not up-to-date. Overall, children's health, safety and general well-being is appropriately supported. However, at times children's behaviour is not managed consistently, and some of the resources are not well maintained to promote children's safety. Staff ratios were not being met on the day of the inspection, which is a breach of the legal requirements of the Early Years Foundation Stage framework. There has been some improvement since the last inspection and as a result, the nursery demonstrates the capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure staffing ratios throughout the nursery are met at all times (Staffing arrangements) 30/08/2011

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

- develop systems to ensure that all children's learning files are up-to-date to ensure that staff can effectively plan the next steps in the key person's absence
- review younger children's routines with regard to eating and sleeping to ensure all children's individual needs are met at these times
- review the systems to improve children's safety by ensuring all equipment is safe and well maintained
- review strategies to manage children's behaviour to ensure a consistent approach by all staff.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a sound knowledge of how to safeguard children. They are encouraged to attend training and are able to describe possible welfare issues and the procedures to follow if a concern is raised. There are risk assessments in place that cover all aspects of the provision as well as the visits to the local park and children's centre. Daily safety checks are completed which enable staff to create a safe and secure environment. There are appropriate recruitment and vetting procedures to ensure that new staff are suitable to work with the children. However, some of the staff files do not contain information demonstrating how their suitability has been assessed.

There are basic systems in place to monitor and assess the provision. Staff assess children's individual progress and adapt planning to suit their requirements. Staff have regular meetings where they discuss the nursery provision. Staff feel that they work well together as a team to implement activities that enable children to be happy at the nursery. On the day of the inspection the manager was away, and other staff were not aware of how parents contribute their views to the running of the setting, other than through informal discussion. Staff have addressed some recommendations by the local authority, such as converting the sleep room into a sensory room and renovating the outside space.

The setting has appropriate resources throughout the nursery that are age-appropriate and generally easily accessible to children. The space throughout the nursery is used well to provide different play and learning opportunities for all children. For example, at different times during the day children use the sensory room. Some of the younger children spend long periods of time in this room because their main play room is used for sleeping babies and toddlers. As a result, there can be insufficient activities to fully support younger children's learning and development. There are basic resources that provide positive images of many aspects of our society. Staff generally know the children's individual needs and provide activities to accommodate these.

Staff are developing sound relationships with parents. They provide them with information on the setting's policies and procedures when they initially register their child. There are some opportunities for parents to share information;

however, as parents are not invited into the play rooms to drop off or collect their children, they do not have the opportunity to regularly share information with their child's key person. Parents report that the staff are friendly and their children are making progress in their learning and development. There are some procedures in place to share information with other early years settings and professionals. Children with special educational needs are well supported to enable them to make good progress.

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

Children are confident as they come into the nursery. They are building trusting relationships with staff and children and participate in activities linked to their individual interests. Babies and toddlers enjoy various activities and play opportunities such as painting, water play and sand play. At times, babies wait for prolonged periods in their high chairs with insufficient activities to keep them occupied. For example, all the children except one are encouraged to have a sleep after lunch. The child waits in the highchair while staff settle the children before taking the child into the sensory room. The child remains in the room until all the children wake up. Consequently, some children become bored. Older children enjoy constructing using various materials and a child invites visiting adults to make a chair with them. They confidently show the adult how to slot the pieces together to make their model. Children are developing skills in technology as they use the computer to operate simple programs. At times, children become impatient waiting for their turn. As a result, their behaviour deteriorates and staff management is inconsistent, which results in the children receiving mixed messages. Children freely move between the pre-school room and the garden depending on what they would like to play with. Some children explore putting small pieces of sponge into a bottle of water. However, staff do not always extend children's learning by talking about what is happening.

Staff complete observations on their key children and use the information to plan the next steps in their learning and development. However, some of the children's files do not contain up-to-date information, and as a result, it is difficult for staff to effectively plan for these children when their key person is away. Staff demonstrate a sound awareness of the Early Years Foundation Stage framework and how activities link to the various areas of learning.

Children's health is appropriately supported. They are encouraged to wash their hands at appropriate times. Staff regularly change children's nappies to ensure that they are comfortable. However, children are not encouraged to begin building the links between hand washing and toileting when they have their nappy changed. At times, children are not always encouraged to promote their own health by finding a tissue and blowing their nose. Children are encouraged to learn how to use equipment safely; for example, staff remind children about using scissors with care and demonstrate how to cut safely. Children's behaviour varies; at times they show consideration for the other children. However, at other times their play becomes boisterous; for example, in the sensory room a group of

children are jumping in the ball pool on top of each other. On other occasions, children become frustrated because they want to use a particular piece of equipment and push other children out of the way. Staff talk about time-out, but they are inconsistent in their approach and do not always follow through. This means that children received mixed messages about the behavioural boundaries and expectations.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
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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