

# Third Door

Inspection report for early years provision

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**Unique reference number**

EY424407

**Inspection date**

23/09/2011

**Inspector**

Linda Close

**Setting address**

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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

Third Door is a privately owned nursery. It is located on the ground floor of a mixed office and residential building in the Putney area of southwest London. The local authority is Wandsworth. The nursery provides care for children on a flexible basis, for parents whose childcare needs vary and may depend on their work commitments. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children under eight. The nursery is open every weekday from 8am to 6pm throughout the year, closing only for bank holidays and for one week between Christmas and New Year. There is a small outdoor space for planting, sand or water play. Children are taken to a local park twice a day. Parents can use the meeting rooms and office space on the upper floor of the building while their children are cared for in the nursery. There are six members of staff who work with the children. The manager is a qualified primary school teacher with Early Years Professional Status (EYPS) and all other staff are all appropriately qualified to level 2 or 3. One member of staff is working towards an Early Years Foundation Stage degree and another is working towards a level 3 qualification in childcare and early years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content which shows that they feel safe in the care of the nursery staff. They are making good progress given their age and starting points. The provider has established an outstanding partnership with parents who have easy access to a wealth of useful information. The management team evaluates the service provided for children and their parents effectively overall. The whole staff team strives to provide high standards of care and they are eager to secure the ongoing improvement of the provision.

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

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

- improve the organisation of meal times so that children fully enjoy the social aspect of eating together
- observe children and plan activities that encourage young children as they explore particular patterns of thought or movement sometimes referred to as schemas of play.

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

The manager and staff are well informed about safeguarding issues. The relevant policies and procedures are shared with new staff at induction meetings. Safeguarding is regularly discussed at staff meetings to raise awareness of what the staff must look out for and do if they are concerned. Risk assessments and daily checks help staff to maintain a safe environment for the children. Risk assessments for outings are made for each venue, and the staff reviews them before departure. An increased ratio of adults to children for outings helps to keep the children safe.

The management team has conducted a thorough evaluation exercise and they constantly look for ways to improve. Their action plan includes training plans for the staff and further expenditure on resources that reflect diversity. They welcome feedback from parents, and the resulting data is carefully analysed using advanced computer software. The information that is gained is used well to adjust the provision to meet the changing needs of children and their parents. None of the children currently on roll have learning difficulties or disabilities. However, a member of staff is experienced in the preparation of individual education plans if there is a need for them, and the manager has attended training to inform her work as special needs coordinator.

Children are cared for in a well resourced nursery environment. Staff provide a wealth of toys and materials for children to explore. The provider only employs qualified staff and has more staff than the regulations require, ensuring that the children have ample adult attention. Activities and resources are well prepared and well organised. However, the organisation of meal times is not always completely successful. Children sometimes have to wait for their meal to be heated while others are eating which can diminish their pleasure in this social occasion.

Partnership with parents and carers is excellent. Parents are treated with the greatest respect as being their child's first teacher and carer and the people who know the child best. The information gained from parents about children's dietary needs, sleep patterns and comfort needs is well known to the staff. The intranet site provides parents with a wealth of information and they can add their "Tweets" to the site on a daily basis. Weekly face to face meetings are offered for parents to share progress records with key workers. Parents who speak another language at home provide a list of frequently used words to help staff communicate with the children. Staff involve children in activities linked to different cultures which helps them to accept and respect diversity. Parents help the staff to label playroom displays using their home languages which helps to raise their child's self esteem.

[AB1]

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

Children show in their behaviour and body language that they feel safe with the nursery staff. The children are calm, cooperative, happy and fully engaged in their play. Babies and toddlers are safely strapped into their buggies for walks to the park and staff teaches them about crossing roads safely while they are out and about. Robust procedures are in place to check staff for their suitability to work with children. A vigilant receptionist makes sure that all visitors are signed in and accompanied throughout their visit which protects children well. Staff stay nearby when children are sleeping to keep them safe and they soothe them if they wake up.

Children benefit from twice daily outings to the local park to enjoy fresh air and healthy exercise. They learn good routines for personal hygiene including washing hands before and after eating, and they learn to feed themselves with kind support from the staff. Children learn to eat healthy foods and make decisions. They choose the fresh fruit they want to eat for snack and then help staff to peel and prepare it. They also eat food from different countries including warm naan bread which they thoroughly enjoy. In order to meet individual needs, the provider invites nursing mothers to come and feed their babies in the setting if they wish.

Staff teach children good manners and polite ways of speaking through their own good example. The children get along together very well. They crawl, toddle or walk around the setting with big smiles and an eagerness to choose toys and explore their nursery environment which shows how confident they feel. A safe area has been arranged in the playroom for very small children to keep them safe. Older children treat the little ones with kindness and they make sure they don't tread on them when they share the play space. The staff make sure that all children have sufficiently demanding activities although they have noted how children explore particular or repeated patterns of thought or movement, sometimes referred to as schemas of play. Children's creativity is nurtured well. They explore the properties of paint and glue and they learn about textures from first hand experiences. Staff provide them with worthwhile opportunities to handle a wide range of different materials including crunchy cereals and dry rice.

The new manager has qualified teacher status and early years professional status and she shares her knowledge with the staff team. Under her strong leadership and guidance the staff team are extending their knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework. The manager ensures that activities are well planned and based on accurate observations and assessments to meet the varying needs of the children. Staff encourage children to make marks with a freely accessible range of writing materials. They share story books with the children who listen well. Staff promote children's learning about numeracy as they play. Children have easy access to a modern computer with suitable software and they listen and dance to music. They are developing the skills that will support their future learning.



## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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