

Richford Street Day Nursery

Inspection report for early years provision

Unique reference number 143795
Inspection date 20/09/2011
Inspector Rosemary Coburn

Setting address 50 Richford Gate, 61-69 Richford Street, London, W6 7HZ

Telephone number 020 8746 1015
Email richfordstreet@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

Richford Street Day Nursery is one of five nurseries run by Bringing up Baby Nursery Group. It opened in 1995 and operates from four play rooms in a purpose built building in Hammersmith, in the London borough of Hammersmith and Fulham. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 70 children within the early years age range may attend the nursery at any one time. The nursery is open each weekday from 8am to 6.15pm for 50 weeks of the year. All children share access to a secure, enclosed outdoor play area. There are currently 57 children aged from three months to five years on roll. Children come from the local and wider community. The nursery currently supports a number of children who learn English as an additional language and with special education needs and/or disabilities. The nursery employs 13 staff; of these, 11 hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery offers a welcoming and mostly inclusive provision for children where they are making sound progress overall in their learning and development. Systems to safeguard children are secure; however, risk assessment documentation does not meet requirements. Educational programmes support children in making satisfactory progress towards the early learning goals. Children with additional learning needs benefit from positive joint working practices with external agencies. Previous recommendations for improvement have been partly met; nonetheless, management's realistic evaluation of the nursery's strengths and weaknesses drives its capacity to make continuous improvements satisfactorily to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that the record of risk assessments states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 21/10/2011

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

- revisit assessment arrangements, engaging parents in these as fully as possible, and using the information gained to better meet children's learning and development needs

- support staff in developing their understanding of how to meet more able children's needs better, such as by developing use of effective questioning techniques
- explore ways of helping children make better progress when outdoors by allowing them more freedom of choice over when to go out and by developing staff understanding of how to engage effectively with children when outside with them.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as robust policies and procedures are generally securely in place and implemented effectively. Staff hold relevant first aid certificates and demonstrate a good understanding about child protection procedures which include action to be taken if concerns are raised. Staff appointment procedures check they are suitable to be employed to work with young children. Potential hazards are effectively minimized within all areas of the nursery as rigorous risk assessments are carried out regularly. However, risk assessment documentation does not meet the specific legal requirement; however, there has been no impact on children's safety. Furthermore, previous recommendations with regard to risk assessment of outings and systems relating to visitors to the nursery, have been met. Consequently, children's welfare needs are supported through clear policies and practices to manage and eliminate risks.

Children with special education needs and/or disabilities benefit from the provision's suitable partnerships with specialist outside professionals. This means all children, whatever their particular needs, are supported and included in the nursery's activities. All make suitable progress from when they start to attend the nursery. Partnerships with parents and carers are satisfactory and systems for communication are sufficient. The nursery helps parents and carers to support their children in different ways. Systems to include parents in the cycle of observations, evaluations and assessments to plan the next steps of learning are inconsistent, however.

Resources are suitably deployed and easily accessible to all children. This promotes equality and diversity. Resources offer all children sufficient opportunities to make their own choices. Sometimes staff do not use outdoor resources effectively, but overall, they are deployed well. Nevertheless, staff work sufficiently well together as a team and there are adequate systems in place to plan play and exploration opportunities to support all children across all the areas of learning.

Management has a realistic view of the nursery's strengths and weaknesses. Leaders and managers communicate ambition and drive and secure improvement satisfactorily. Previous recommendations have not been fully met; nonetheless, the management's vision and plan to drive improvements, are workable. Working with outside professionals is helping to pin point some areas for development appropriately.

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

Children are making satisfactory progress towards the early learning goals. They enjoy a suitable variety of learning opportunities both indoors and outdoors that supports them in all areas of learning. That said, children cannot make their own decisions about when to play outside and adults do not always engage with them effectively in the outside area. Individual starting points are assessed; however, systems for planning, observations and assessments are inconsistent and do not always clearly identify the next steps for children's learning. Planning for learning and development sets out a range of activities which are linked to the areas of learning. Despite this, learning opportunities are not always sufficiently challenging for the more able children, as staff do not always question them effectively. Additionally, these plans do not always include the views of parents in the assessment cycle or consistently evaluate the individual needs of all children. Nevertheless, children with additional learning needs are supported appropriately. Overall, children show they enjoy their activities and they appear confident and settled as they explore the environment either independently or with adult support. Consequently, children make satisfactory progress overall in relation to their starting points and capabilities on entering the nursery.

Children enjoy a sufficient range of play experiences which support them in achieving and enjoying. Babies show that they are content, interested and engaged in activities provided. Children are supported in developing language and vocabulary. They enjoy books which they use independently. They listen to stories which adults read to them. This promotes their enjoyment of books. Children understand and learn how to lead healthy lifestyles. Children make healthy choices about what they eat and drink and they engage in a sufficient range of physical activities both indoors and out. This supports children's understanding of the benefits of physical activity. Children behave in ways that are safe for themselves and others. Boundaries are in place which children learn to accept. This supports children in developing a good understanding of staying safe. Children benefit from suitable opportunities to develop skills for the future. Babies and young children show interest in toys and resources that incorporate technology. Older children have easy access to technology equipment where they progress suitably in developing information and communication and technology skills. Children learn to accept differences between themselves and others. They use resources that promote diversity and equal opportunities. Children readily co-operate in tasks around the nursery, such as clearing away plates after lunch. Staff set consistent boundaries for older children which helps them learn to negotiate with others and take responsibility for their own behaviour. They respond well to adults' requests for good behaviour. This supports children in making a positive contribution to the nursery. Children build strong relationships with adults and other children. They appear to feel good about themselves and learn to show respect to others. Babies respond positively to adults and receive lots of warmth and affection. This supports their emotional well-being. Children show an awareness of responsibility.

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	2
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
--	---

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	2
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

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