

The Studio Day Nursery

Inspection report for early years provision

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Inspector

Martha Darkwah

Setting address

93 Moore Park Road, Fulham, London, SW6 2DA

Telephone number

020 7736 9256

Email

Type of setting

Childcare - Non-Domestic

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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

The Studio Day Nursery is privately owned. It opened in 1987 and operates from five rooms in a converted house in Fulham, in the London Borough of Hammersmith and Fulham.

A maximum of 50 children may attend at any one time. The nursery is open from 8.00am to 7.00pm Mondays to Thursdays and 8.00am to 6.30pm on Fridays, for 51 weeks in the year. There is no outside play area and the children are taken out daily for outside activities to the local parks.

There are currently 67 children aged under five years on roll; of these, 34 children receive funding for nursery education. The setting currently supports a small number of children who speak English but hear other languages spoken at home. The setting welcomes children with special educational needs and/or disabilities. The nursery currently employs seven staff including the manager and the qualified chef. The six staff including the manager hold appropriate early years qualifications.

The nursery receives support from the Local Authority. The teaching method used is Montessori.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets the needs of children in the Early Years Foundation Stage mostly very well. The setting recognises that each child is unique and devises care plans and learning opportunities to effectively meet the individual needs of each child. Close partnership working with parents further enhances children's care successfully. Children are making good progress in their learning, given their age and individual starting points. Partnerships with other settings children attend are well established. The majority of records and recording systems in place serve to support children's welfare needs effectively. The setting has a good capacity to maintain continual improvement and staff members are committed to building on their successes, although the current self-evaluation process is not fully reflective on practice.

What steps need to be taken to improve provision further?

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

- obtain information from parents about who has legal contact with the child; and who has parental responsibility for the child.

03/08/2011

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

- review the tracking systems of learning plans, to show clearer links to the information gained from observing the children and identified next steps, using this to support the planning of future activities
- develop a process for ongoing self-evaluation that is reflective and covers all aspects of the childcare, in order to identify the strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Safeguarding of children is given high priority and systems are in place to ensure that only suitable people are employed to work with the children. Policies for the safe management of the provision meet the requirements of the Early Years Foundation Stage. Staff members demonstrate a clear understanding of their roles and responsibilities in relation to child protection and making sure they keep children safe in their care. All staff members are rigorously checked for suitability at the time of their employment.

Comprehensive risk assessments are made for outings undertaken with children to keep them safe. Staff members check the premises and equipment visually and take the necessary steps to keep the environment safe. Children learn to keep themselves safe in a well organized environment that allows them to move around freely between two classrooms. Their safety is further promoted as they participate in regular fire drills, put their educational materials away tidily before moving on to the next activity and readily push their chairs under the tables after each activity.

The manager and her staff are committed to providing a high quality service. The management team work well together to help staff progress their professional development and to maintain the ongoing improvement of the nursery's provision. Systems are in place to effectively identify how the setting can move forward and build on its strengths. The self-evaluation process although not fully reflective on practice, guides the setting in identifying its strengths and weaknesses. A key area for development that the setting has identified is improving the older children's indoor physical play opportunities, and to organize woodwork based and science activity experiments, explored with different materials and tools.

All rooms in the nursery are very well resourced and attractively presented and provide children with a wide range of interesting things, which attract their interest. Children eagerly explore books, soft toys and appropriate small world playthings indoors. Children are encouraged to self-select, using visual boards to aid children in their choices. Resources include a selection that promotes positive images of diversity, disability and linguistic differences. Resources are well maintained, stored in a manner that enables children to safely self-select and are suitable for the children that can access them.

The setting supports children from a diverse range of cultural backgrounds and ensures that all are made to feel welcome. Most children can see images within the setting which positively reflect them and their families. They are able to share in festivals and celebrations that are important to them and their family. Children with English as an additional language are particularly well supported. Many staff members are bilingual and can communicate with children, if needed, in their first language. Where a child speaks a language not shared by staff, sufficient information is obtained to ensure that key words of comfort or those to support care needs are identified and used. The promotion of inclusive practice is good.

Partnerships with parents are strong in relation to care and emerging in relation to education. The setting works well in partnership with other professionals who are involved in the care of children, for example those supporting children with special educational needs and/or disabilities. Partnerships with other settings children attend are effectively established to support children's continuity of care and education. Very positive relationships exist between the parents and the setting. They made their views known during the inspection. Parents said without exception, that they were 'very happy with the care that their children receive'. Useful information is posted in the entrance hall for parents. They can easily see which staff members hold positions of responsibility and the name of the key person for their child, as well as information about day to day events. However, the setting is yet to obtain information from parents about who has legal contact with the child, and who has parental responsibility, which is in breach of a specific legal requirement.

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

Children make good progress in their learning and the staff team are confident in their knowledge of their key children. This enables them to promote learning opportunities through play, which supports children to meet their full potential. Staff members are skilled at supporting all children's learning, through open-ended questions and exploring children's thoughts and ideas, about 'how to do things' and 'how things work'. Staff members promote the development of speech through talking to the children throughout the day. Children enjoy their time in the setting and sometimes take a book to look at independently in the reading area. They show that they know how pages turn and that pictures tell the story.

Children's welfare is promoted successfully in most areas. Children adapt to nursery routines and enjoy periods of rest, balanced with more active play. Once settled, children show high levels of enjoyment as they play cooperatively together. Children and staff smile and laugh often. The atmosphere is one of busy purposeful play and nearly all children remain fully engaged in the activities on offer throughout sessions, even towards the end of a long day. Observations of the children and their records of achievement, show that they are making good progress in most aspects of their learning from their starting points. Sensitive observations and assessments are made in different ways, through written observations, photographs and examples of children's work. Although information

from these is used to plan for individual children, further review of the tracking systems is required to make the identified next steps more secure to support the planning of future activities.

Children have good opportunities to develop the skills they need, which will secure future learning and support their transition into school. Children show a strong sense of belonging in the setting. This is supported by the staff who encourage children to lead play and make choices about the resources that they want to get out. Children in the nursery are confident; they approach staff and visiting adults without hesitation.

Children have easy access to mark-making materials. Staff members successfully encourage children to identify shapes, count, match and sort their toys. Older children are making good progress in recognizing numerals and staff use real objects to introduce ideas, such as 'how many' and 'how tall'. They compare and count how many altogether. Some of the older children make credible attempts at labelling their own paintings and creative materials. Children's art work is varied and colourful and made according to their own ideas. Taken overall, the children are developing good skills for future learning and activities contribute effectively to children's future economic well-being.

Behaviour in the setting is good and staff use lots of positive praise and reinforcement to encourage an understanding of the behaviours which are desirable. Negative behaviour is handled sensitively and in accordance with a child's level of ability and understanding. Children behave with kindness and care towards each other. Adults teach children to behave in ways that are safe for themselves and others. They help them to develop an understanding of dangers and how to stay safe, by providing them with gentle reminders about how to use equipment and engage in positive behaviour.

Children are provided with an environment which is risk assessed to ensure that it is safe and secure for children to freely investigate and explore. Children are encouraged to learn about healthy eating and several could be heard to comment on which foods are 'good for you' and which are 'less healthy'. They enjoy outdoor play and engage in this as often as possible, using the nearby playground. All staff holding a paediatric first aid qualification ensure that children receive prompt, appropriate attention if they suffer any injury or become unwell.

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	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	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	3
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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