

# City Child

Inspection report for early years provision

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**Unique reference number** EY348911  
**Inspection date** 24/10/2011  
**Inspector** caroline preston

**Setting address** City Child Day Nursery, 1 Bridgewater Square, LONDON,  
EC2Y 8AH  
**Telephone number** 02073740939  
**Email** citychild@brighthorizons.com  
**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*.

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**

City Child Day Nursery registered in 2007. It is one of a group of nurseries owned and managed by Bright Horizons Family Solutions Ltd. It operates from a purpose built building in the Barbican in the City Corporation of London. There is a fully enclosed garden for outside play. The nursery serves the local community and is open each weekday between 8am to 6pm all year round. The nursery is registered on the Early years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children in the early years age group may attend at any one time. There are currently 45 children from under two to five years on roll. There are fifteen members of staff, all of whom hold early years qualifications to at least level 2. The nursery provides funded early years education for three-and four-year-olds

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Planning of activities and play experiences is robust and supports children's learning effectively. However, displays in playrooms do not show who make up the community of the nursery. Children are safeguarded as safeguarding procedures are understood by staff. Partnership with parents and other professionals are well established to meet children's individual needs. Self-evaluation is effective in developing improved practice to support the care and well-being of children.

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

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

- make a display with the children, showing all the people who make up the community of the setting.

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

Children are safeguarded as robust procedures are in place to support their well-being. Risk assessments are thorough and all staff are first aid trained, this means that effective steps are in place to maintain children's safety. Managers foster ambition and drive improvement by supporting staff in undertaking further training to enhance their knowledge. Resources are good and support children to effectively learn and develop. Furniture is low-level and safe and children make choices as they play. Posters enhance the learning environment, however,

playrooms do not have displays of photos of all children and staff who attend the nursery.

Staff have a strong knowledge of each child's background which helps to promote equality and diversity as their individual needs are met. Play resources reflect the wider world which helps children to understand differences. Partnerships are well established and make a strong contribution to children's achievement and well-being. Links with outside professionals help to support meeting the needs of children with any additional needs. Highly positive relationships with parents help to build a supportive and interactive environment, which helps children to learn. Members of the parents' forum meet each month with staff to discuss any issues they have, this helps to develop effective partnerships. Action taken from the use of self-evaluation helps to improve practice and meet the needs of children.

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

Children are secure and develop a sense of belonging. Children talk and discuss safety with staff, they behave well and understand rules of behaviour. Displays made by children of people who help us support children's understanding of keeping safe. Good quality interaction with staff across all playrooms helps children to feel safe.

Children adopt good personal hygiene routines as they wash their hands before snack times. Staff encourage younger children, who enjoy standing on the step to reach the sink in the toddler room. This supports their knowledge of skills for the future. Younger children carefully and skilfully climb the large physical apparatus in the playroom. This helps them to balance, take safe risks and develop co-ordination skills. Older children take part in singing and dancing activities, which helps them match movements to music. Children enjoy healthy snacks of bread sticks and vegetables which support their understanding of healthy eating.

Children have a strong sense of belonging and security within the nursery and all appear settled and happy. Children show they are independent as they take part in board games and move between rooms, self-selecting play resources. They show a good understanding of diversity by their interaction with each other and staff. They take part in cultural celebrations within the nursery, therefore become more knowledgeable about the wider world.

Staff have an effective understanding of the early learning goals and planning reflects this. Observations and assessments are consistent and identify children's next steps in learning. This means that children are helped to progress and develop across all areas of learning.

Children are happy and motivated to learn. They play with board games in small groups, take turns and share. This supports emotional and social development. Children take turns to speak in groups, showing confidence as they name the shopping items in their trolley. Children develop language skills by speaking in

groups, describing what they have made during gluing activity. They listen to stories, linking sounding to words in the toddler room. They problem solve as they count the items they have during activities. They begin to understand sound pattern as they dance and sing. Children learn about the wider world through play resources that reflect the wider community.

## 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	2

### 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>	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

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