

London School of Economics Day Nursery

Inspection report for early years provision

Unique reference number

EY337931

Inspection date

04/01/2012

Inspector

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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 London School of Economics Day Nursery is managed by the London School of Economics & Political Science. It registered in 2006 and operates from a purpose-built section of the college in central London within the City of Westminster, primarily serving students and employees. Access to the nursery is via stairs and a lift. Accommodation includes three play rooms and all children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register to care for a maximum of 63 children in the early years age range at any one time. There are currently 43 children aged from three months to under five years on roll. Children come from the local and wider community. The nursery provides free early education for three and four year olds. The nursery supports children who speak English as an additional language.

The nursery is open each weekday from 8.45am to 6.15pm for 50 weeks of the year. The nursery employs 11 staff who work directly with the children, who all hold relevant childcare qualifications. In addition, there are bank staff who cover staff absences and most of these hold relevant qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff recognise and effectively meet each individual child's needs, ensuring none are disadvantaged. Overall, children's welfare is successfully promoted and safeguarding procedures are effectively implemented. Partnerships with parents and others promote good quality education and care. The process of self-evaluation is effective and contributes to good planning. The capacity to make continuous improvement provides a good quality provision for all children.

What steps need to be taken to improve provision further?

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

- increase opportunities for outdoor play in larger spaces to take advantage of children's different learning styles and to develop their physical skills further
- review the risk assessment so it covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Adults work effectively with children demonstrating a high level of commitment to promoting their safety. Safeguarding arrangements are robust, reviewed regularly, and understood and implemented by staff. Risk assessment is mostly effective and conducted to manage or eliminate risks. However, it has not been identified that staples used to display children's art work have loosened and are accessible to young children. Records required for the safe and efficient management of the provision are in place.

Managers work successfully with staff to communicate high expectations about securing improvement. They encourage staff to further their training at regular intervals. Staff meetings and supervision contribute to rigorous monitoring of the provision. Leaders and managers have a good understanding of the strengths and weaknesses of the provision. Parents, children and staff work together effectively to evaluate the provision. Key areas of weakness are systematically tackled to provide realistic and challenging targets. For example, systems to observe and assess children's progress have been strengthened. This has led to improvements in planning for individual children and promotes better outcomes in their learning. Leaders and managers work consistently to ensure that improvements have a positive impact on the overall quality of the provision. This results in positive outcomes for children.

Resources are good and fit for purpose and support children's learning and development. Resources are used well to achieve the planned goals in learning and development. The environment is well organised and conducive to learning. Children actively benefit and thrive as a result of attending the nursery. Precise steps are taken such as recycling paper and disposing of materials effectively to ensure resources and the environment are sustainable.

Adults actively promote equality and diversity within the nursery. The development of all children in relation to their starting points is good. Adults have a good knowledge of each child's background and needs. They ensure their knowledge of other cultures is up to date, and use it to help children understand the society in which they live. Adults identify any special educational needs and/or disabilities as early as possible to ensure that each child gets appropriate support.

The nursery has highly successful relationships with parents and carers which help to ensure each child's needs are met. Parents and carers are frequently asked for their views, which are used to inform important decisions about the provision. Parents and carers are kept well informed about their children's achievement, well-being and development. Adults actively encourage parents and carers to communicate with the nursery and ensure that parents and carers have up-to-date and accurate information about the nursery and their children.

Well-established and effective partnerships with external agencies and services strongly contribute to children's achievement and well-being. Information such as a prospectus for a future school is frequently shared between providers and partners

to support individual children. Children moving to new schools or out of the country benefit from progress reports being forwarded to support continuity.

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

The quality of children's learning and their progress in relation to their starting points is good. Children sing songs enthusiastically; some sing solos and are praised for good singing, showing confidence and developing self-esteem. They are encouraged to sing action rhymes and use their imagination as they act out hammering, clapping and shaking. They learn how to follow instructions as they sing loudly or softly at appropriate times. Children in the pre-school group learn to sign their names and some know all the letters in their names. They are praised for their knowledge, which encourages positive attitudes towards learning. Children work alongside and work cooperatively. Through their play they are becoming active, curious and inquisitive learners. They have opportunities to develop understanding of technology, such as through using computers. This develops skills useful for their future learning.

Children display strong levels of confidence as they play. They laugh and smile as they sit together at circle time. Well-organised routines help children become secure and confident in the nursery. As children arrive they show confidence as they join the others. They show good understanding of how to be safe as they talk about why they hold hands and use the green man to cross the road. They talk about the fire bell and why they leave the building as quickly as possible. Children's understanding of safety issues is demonstrated through their play as they confidently talk about dangers and how to keep themselves safe.

Most children have an accurate understanding of what makes a healthy lifestyle. They have healthy snacks and nutritious meals. Water is easily accessible in named beakers so children drink from their own cups, preventing the spread of germs. Children have good personal habits that support hygiene, such as washing their hands before eating and disposing of tissues hygienically. Their physical development is promoted by engaging in physical activities indoors and outdoors. As there is limited outdoor space at the nursery, groups of children are sometimes taken to larger play spaces. This provides opportunities for free movement in larger spaces and use of larger apparatus to support children's physical skills, although these outings are limited. Overall, children's health, physical and dietary needs are well met.

Children appear settled and happy, displaying a strong sense of belonging and security within the nursery. They receive constant praise from adults which results in their developing good levels of self-esteem. They build strong relationships within the nursery with adults and their peers, showing concern if anyone cries. Children work well independently and with others. They show a good understanding of one another's backgrounds as they engage in a range of interesting activities to celebrate diversity. They know their countries of origin and delight in telling one another the countries they come from. Children's behaviour is

good. They do not hesitate to complete tasks, such as setting the table or clearing up toys, and develop a strong sense 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?	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	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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