

Childcare & Learning Palace Nursery Cranbrook Ltd

Inspection report for early years provision

Unique reference number	EY425467
Inspection date	06/02/2012
Inspector	Janet Williams

Setting address	344-346, Fulham Palace Road, London, SW6 6HT
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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*.

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

The Palace Nursery re-registered in 2011 under a new name, Cranbrook Nursery. It is located on the ground and first floors of an end of terrace house in the Fulham area of the London Borough of Hammersmith and Fulham. There are three playrooms and a quiet room on the ground floor and two further playrooms for babies and toddlers on the first floor. The staff rest room is on the second floor of the building and this floor is not accessed by children. A kitchen, storage area and an office are located on the ground floor. Toilet facilities for adults and children are on all floors. An enclosed outdoor area is located at the rear of the property which can be accessed directly from one of the ground floor play rooms. There is level access to the ground floor of the property. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 45 children, all of whom may be in the Early years age range. There are currently 67 children on roll. The nursery supports children with learning difficulties and or disabilities. There are no children attending currently who speak English as an additional language. The nursery employs 11 staff to work with the children and over half the staff have an early years qualification. The nursery is open each weekday throughout the year from 7.30am to 6.30pm, closing for one week between Christmas and New Year.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe and secure environment where resources and play materials are suitable for the children being cared for. The toddler room is less well organised and stimulating for the children and one of the rooms does not meet the space requirements. Children make steady progress in their learning, although staff interaction with the babies does not fully promote their communication skills. Assessments are generally used well, although they do not fully identify the next steps in children's learning. Positive inclusive practice is promoted through the good relationships staff have established with parents, other providers and local community groups. The manager currently has suitable plans in place to identify the strengths and address areas of weakness to improve practice. The nursery, therefore, demonstrates a suitable capacity to sustain ongoing improvements.

What steps need to be taken to improve provision further?

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

- ensure that rooms meet with the minimum space requirement for children under two years (Suitable premises, environment and equipment) 15/02/2012

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

- improve observations and assessment to identify children's next steps of learning and development.
- review organisation of the toddler room, for example, by making resources and play materials readily available to create a more stimulating environment
- provide positive interaction for babies to focus on promoting their communication and learning.

The effectiveness of leadership and management of the early years provision

Effective child protection procedures promote and safeguard children's welfare in the setting. Staff have a competent understanding of child protection issues and know how to proceed if they have concerns about a child in their care. Good systems in place contribute to children's well-being. Frequent risk assessments are carried out throughout the day and this means that children can play, learn and explore without danger.

The organisation of the rooms on the ground floor allows for older children to move around freely and independently. However, one of the group rooms does not meet with the minimum space requirements for the number of children using the room at any one time. The toddlers have plenty of room to move around comfortably and access some equipment at child level. However, resources and space are not effectively deployed, to create a fully stimulating and supportive environment for children. For example, few play materials are displayed to maximise opportunities for them to learn, extend their creativity and explore new experiences so they gain strength and co-ordination. Resources and play materials provided reflect diversity and raise children's knowledge about disability. Written plans in place provide evidence children are making steady progress in the six areas of learning. Suitable systems are in place for observations and assessments and these are effectively kept up to date. However, they are not evaluated to fully identify the next steps for each child and how they achieve their learning goals. Some staff are further securing their knowledge of the education programme within the Early Years Foundation Stage Framework through attending in-house training.

Effective policies and procedures in place reflect the quality and care provided. All mandatory records are in place, confidential and well maintained. The nursery aims to improve the quality of children's care and education through the use self evaluation and continuous training opportunities.

Good relationship established with parents actively supports children's care and learning. Parents contribute to an initial assessment of their child. This enables staff to have a good knowledge of individual children's needs and achievements and build on what children already know. Staff frequently up date parents about children's progress and development. This sharing of information between staff and parents enhances children's learning and enables learning to evolve at home.

Care diaries for babies and young children provide continuity of care. The staff fully respect parents' wishes. This permits them to meet children's individual needs regarding routines, meals and sleep patterns. The nursery has recently made links with the local children's centre and regularly liaises with other settings. In addition they make good use of the local authority early years in which contributes to providing support relating to children's education and care.

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

Children are happy, settled and well behaved. They listen, co-operate, show confidence in their daily routine and relate well to those around them. Good behaviour management strategies teach children self-discipline. Children enjoy each others company, role play in the organised home corner and share each others life experiences through photographs of their family at home and holidays abroad. This enables children to contribute and learn to appreciate and value each other's culture by discussing similarities and differences. Planned activities help children to learn about themselves, each other and the world around them. Children's knowledge and understanding of the world is good and activities and resources encourage them to explore and investigate. Children gain an increasing understanding of the local and wider environment. They frequently benefit from visits to the local park and other places of interest. Children enjoy using their senses to explore objects in practical activities, for example, water play, and construction using a wide range of materials.

Children enjoy listening to stories and learn about the meaning of words through staff's expressive reading, they link letters and sounds phonetically. Older children's language is developing well and opportunities are given for them to practice writing. Most older children can write their own name, all of which contributes to their communication, language and literacy skills. Children are interested in counting and numbers. Many older children recognise numbers from one to ten and know numbers that are important to them such as, their age. For example, they demonstrate this through showing how old they are using their fingers. Although babies and toddlers are provided with an appropriate range of activities that are stimulating and balanced for their age, there is limited adult and child interaction to help them to communicate and progress in some of their areas of learning.

Good health and hygiene practices in place promote children's well-being. All snacks and meals are nutritious and children sit and eat at the dining table as a social group. Children are encouraged and learn about eating healthy from an early age. In addition they have an opportunity to develop their physical development through frequently enjoying the freedom of outdoors. Once a week, older children participate in a programmed activity where outdoor professionals facilitate a range of leisure interests and ball games. All in which contributes to children's healthy lifestyle.

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	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	3
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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	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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