

Bright Horizons at Imperial Wharf

Inspection report for early years provision

Unique reference number	EY339865
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Inspector	Kay Williams

Setting address	1, Station Court, Imperial Wharf, Townmead Road, London, SW6 2BF
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Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Bright Horizons at Imperial Wharf is one of several nurseries run by Bright Horizons Family Solutions Limited. It opened in 2006 and operates from five rooms in a purpose built building. The setting is situated in the Fulham area of the London borough of Hammersmith and Fulham, close to the river Thames. The nursery is open each weekday from 07:30 to 18:30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 68 children may attend the nursery at any one time. There are currently 48 children aged 3 months to under five years on roll. The setting is in receipt of funding for early education. The setting is also registered on the compulsory Childcare Register to provide a holiday play scheme. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 10 members of staff, including the manager and a full time chef. Of these, eight hold appropriate early years qualifications and one is working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are developing well in all areas of their learning because staff provide a stimulating range of activities for the children to enjoy. Children's welfare is assured as they play in a safe, secure environment with staff who are supportive and attentive of their needs. The effective self-evaluation scheme and staff willingness to implement change effectively supports the setting's ability to maintain continuous improvement. In the main, children are valued as individuals and positive partnerships with parents effectively support children's continuity of care.

What steps need to be taken to improve provision further?

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

- develop the key person system to ensure that all children are clear about who their key person is and that the majority of their care is provided by that key person
- ensure that observations of children's play and samples of their work are consistently evaluated to clearly illustrate what the children are learning
- consider ways to offer younger children regular opportunities to play outdoors

The leadership and management of the early years provision

The setting is very well led. Staff work in support of each other and make good use of staff meetings and group room meetings to reflect on their practice and develop strategies to improve the good practice that they have already established. For example, the team have recently enhanced their approach to promoting inclusion by assigning a lead person and reviewing the way the setting supports children who are learning English as an additional language. The manager has a clear understanding of the setting's strengths and weaknesses and has an effective ongoing self-evaluation system that identifies weaknesses and tracks improvements. The recently revised method for recording children's development is a positive example of promoting improvement.

Partnerships with parents are a strength of the setting. Parents speak highly of the care and education that their children receive. They value the friendliness and support that the staff offer and the detailed feedback that they receive regarding their children's progress helps them to support their learning at home. Informative notice boards, coffee mornings, newsletters and questionnaires are some of the proactive measures that the setting takes to further strengthen the partnerships with parent and carers. The setting has established good links with the local authority and are well placed to seek advice or obtain additional support if need be.

Children are effectively safeguarded as the written policy for child protection is well documented and clearly understood by staff.

The quality and standards of the early years provision

Children enjoy their time spent at the setting. Children make good progress because the staff have sound knowledge of the six areas of learning and plan a wide range of appropriate activities which engage and sustain children's interest. Staff are effectively deployed and make very good play partners for the children as they spend much of their time engaging with the child's chosen activity. This effectively supports children's learning as staff encourage them to think about and question their play. For example, as the older children eat their fruit before the dance teacher arrives they are encouraged to think about what they might like to do during the dance session. As the younger children learn to negotiate the steps of the climbing bridge the staff know when to offer help and when to allow the child to engage in independent learning. Staff have recently revised their method for recording children's progress and have developed a 'learning journey' file for each child. These files record children's achievements through observations, photographs and samples of children's work. Children's progress is clearly evidenced overall, although sometimes the learning evaluation is not clearly linked to the early learning goals making planning for their next steps less focused.

The outdoor area is well planned. Children enjoy participating in activities which link to all areas of learning. They ride bikes, read books, develop their writing skills on the chalk boards, paint at the easel, dig in the sand pit or explore and observe

insects and leaves. Children's creative development is effectively promoted as they engage in a wide range of art activities where they are encouraged to produce their own work, such as printing, marbling and still life paintings of tulips. Children enthusiastically participate in role play, while learning to make sense of their world as they dress up in hats and scarves and care for dolls.

Children enjoy the comfort of kind, caring staff with whom they have established positive relationships. The effective key person system supports children's individual needs very well overall. Children are comforted, changed and fed by their key person, although this consistency of care is occasionally less effectively implemented, during the settling in period.

Children's healthy wellbeing is effectively fostered. They relish the wholesome home-made meals that are freshly prepared for them. They learn about the importance of healthy eating while they talk about the vitamins in the oranges they eat at snack time. They also enjoy opportunities to talk to the cook as he prepares and serves the food. Children are fed according to their individual needs and a recent parent meeting effectively promoted partnership working as staff and parents planned future menus and discussed strategies to promote healthy eating. Older children regularly play outdoors in the fresh air, although the opportunities for younger children to do so are less frequent.

Children are very well behaved, staff create a good sense of fun, consequently children are happy. They work cooperatively together, helping to tidy up and set the table for lunch. They enjoy a strong sense of belonging as they know where to store and access their own personal possessions such as comforters and indoor shoes. Children settle quickly and are confident in choosing where to play and what to play with. Resources are of very good quality, most of which are made from natural materials and are easily accessible to the children; pictures and written labels help them to find what they need to extend their play. For example, when children want to transport objects around the baby room they know where to access a bag or shopping basket.

Children are cared for in a safe, secure environment. Staff are vigilant in ensuring children's safety and encourage children to take responsibility for their own safety, such as sweeping up any sand on the floor around the sand tray. Access to the premises is via an intercom system and all visitors to the premises are monitored. Risk assessments are carried out by all staff on all areas of the building and records are up to date. Records of attendance are accurately maintained and staff ratios applied. Emergency evacuation procedures are clear and fire drills are conducted regularly.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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