

# UCL Day Nursery

Inspection report for early years provision

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EY345528

**Inspection date**

30/05/2012

**Inspector**

Ros Vahey

**Setting address**

UCL Day Nursery, 50-51 Gordon Square, London, WC1H  
0PQ

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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

University College London Day Nursery is one of two settings, registered in 2007, run by the university. The day nursery serves the students and employees of London University and operates from basement premises in the London Borough of Camden. Access is provided via steps from the ground floor. There is an enclosed area for outside play. Opening hours are from 8.45am to 5.20pm, Monday to Friday, all year round except for bank holidays and one week at Christmas and Easter time. The nursery is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. It takes funding to provide free early education to children aged three and four years. The nursery is registered to care for a maximum of 38 children in the early years age range at any one time. Currently 35 children attend, aged from two to five years. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs eight members of staff, all of whom hold relevant qualifications at level 3 or above, including the manager who holds a level 4 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are highly valued as individuals and there is a good range of activities provided which support their learning and development needs well. They make good progress and are kept safe and secure. Overall, children are cared for in a well-organised day nursery with a wide range of resources, and all required documentation is in place. There are effective relationships with other professionals and the approach to equality and diversity, and partnership with parents is a particular strength. Self-evaluation helps to pinpoint priorities for development, so staff are well placed to maintain continuous improvement of their provision for the children.

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

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

- ensure that the next steps for children's learning are clearly and consistently identified

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

The management team work closely together to care and protect children. They are an experienced staff team with a good knowledge of local safeguarding procedures. Appropriate contact details are readily available should staff be concerned about a child. All staff are vetted for their suitability to work with children, which is fully compliant with a comprehensive safeguarding policy, so that children are well-protected. Staff supervise children well so children feel safe and secure. The risk assessment is updated as necessary to include new visits and trips, for example to the Jubilee party. Daily health and safety checks are thorough, which means children are well protected when using equipment and resources, such as the paddling pool. Record keeping is extremely thorough and policies and procedures are regularly reviewed, effectively practised and readily accessible to parents.

Senior managers place a high priority on continuing professional development. The nursery staff attend training to extend their skills and prioritise implementation of further improvements. For example, staff review practice so they share extensive support for children learning their first language. Previous recommendations are addressed effectively and staff are committed to improving outcomes for children. Staff provide a wide range of natural resources to improve children's knowledge and understanding of the world, creating a more enriched environment for learning about the world.

All staff form excellent relationships with parents and carers, resulting in children receiving highly personalised care. There is a comprehensive 'key person' system which supports the relationships well. Regular exchanges of information, sharing of records and meetings keep parents exceptionally well informed of their child's progress. The parents' management group ensures that parents make considerable input into all aspects of the day nursery. The staff are dedicated and implement forward-thinking improvements from parents to improve the quality of provision. Consequently, parents report that they are confident and happy with every aspect of the care and learning offered to their children. Staff have a close link with other providers, such as under-two's provision, and work closely with other professionals to ensure that children and families are provided with good levels of support. The nursery contributes to multi-agency assessment of children's needs with agencies, such as speech and language therapists and social workers, where appropriate, to meet the child's individual needs. The promotion of equality of opportunity is exceptionally strong with numerous attractive displays, posters, toys and resources which effectively help children to learn about the society in which they live. The nursery provides extensive and stimulating activities to improve children's understanding of equality and diversity.

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

All the children are very settled at the nursery and enjoy themselves because staff know them well and respect their individual needs. Children greet visitors confidently and introduce each other. There is a calm, caring atmosphere where staff give cuddles when children need a little comfort. Children are familiar with and secure in the routine of the day nursery. Staff encourage children to play cooperatively in small groups or pairs and this supports children's ability to form strong friendships. Children behave well. Staff use a positive approach to behaviour which enables children to follow the rules thoroughly and consistently. Children learn enthusiastically about their own and other cultures when they celebrate birthdays and festivals together and share their first language in books and songs. Children take increasing responsibility for their own independence with appropriate support from the staff team. For example, children serve themselves at meal times so they learn valuable skills for later life. Furthermore, children also gain good skills in using technology as they can access programs via the computer and use other electronic toys.

Children learn about healthy lifestyles. They eat healthy snacks, including fruit and vegetables, and they help themselves to fresh drinking water throughout the session. Children enjoy being out in the fresh air every day and can experience many different activities, such as painting, climbing, or learning about planting and growing. There are also a variety of physical activities, such as sliding and balancing which promote physical development well.

All children make good progress in their learning and development as staff plan activities meticulously around their interests and needs. Staff regularly observe what children do and record their progress clearly, although the approach towards identifying next steps in children's learning is inconsistent. Children use their imaginative skills well as they build and play in the 'home corner'. During their play, children often experiment with using numbers and letters. For example, children count to 15 as they play hide and seek. Staff actively encourage children's understanding of early literacy and numeracy. For example, the steps outside are numbered clearly to encourage children and families to count. Children enjoy being creative, making crowns for the Queen's Jubilee party, and talking to each other about their own local celebrations with enthusiasm. They thoroughly enjoy story time, listen attentively and predict what happens next in the story while staff use toys and resources from story sacks to captivate their interest. Staff keep special books which record and celebrate children's wide-ranging experiences. Children show delight while they recall these events and they are inquisitive and excited to share treasured moments together. Staff promote children's communication, language and literacy development very well.

## 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	1
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	1

### 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

<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