

The Italian Day Nursery

Inspection report for early years provision

Unique reference number	EY360906
Inspection date	02/07/2012
Inspector	Sangeeta Gardiner

Setting address	176 Clapham Road, London, SW9 0LA
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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 Italian Day Nursery first opened in 1969 and was taken over by the existing proprietor in 2007. It operates from purpose built premises situated in Stockwell in the London Borough of Lambeth. The accommodation comprises a large play room, which can be divided into two rooms using a partition door, a small room used for quiet play and an enclosed outdoor play area. The nursery is open Monday to Friday from 8.30am to 4.30pm for 48 weeks of the year. It is closed for the month of August. The nursery is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children from two to eight years may attend the nursery at any one time. All may be in the early years age range, with no more than eight under the age of two years. There are currently 36 children aged from two to five years on roll. The nursery receives funding for free early education for children aged two, three and four years. The nursery is bilingual and children are taught in both English and Italian. The majority of children who attend the nursery come from an Italian background. The nursery welcomes children from all nationalities, however, and many of the staff speak a number of languages. The nursery employs six members of staff. Two members of staff have a relevant early years level 3 qualification and one has a level 2 qualification in childcare. Two members of staff are working towards a level 3 and one is working towards a qualification in childhood psychology. The deputy manager has an Early Years Professional qualification and the manager has a relevant foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, confident and engaged. The nursery is exceptionally welcoming and inclusive. Partnerships with parents are highly effective, and wider partnerships are generally good. Staff have an excellent understanding of children's individual needs and support them in a highly stimulating and well run environment. Extremely strong leadership and accurate self evaluation drives ongoing changes that enhance the service for all children and demonstrate the nursery's excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- establish closer links with local schools and other settings children attend in order to further promote children's achievements and aid the transition process

The effectiveness of leadership and management of the early years provision

Arrangements for keeping children safe takes high priority and staff have an excellent understanding of safeguarding policies and follow procedures. Several staff have attended safeguarding training. Recruitment and vetting procedures are highly effective in order to check that adults caring for children are suitable to work with them. Risk assessments are meticulous in order to identify possible risks. Entry is monitored with a camera and buzzer system, which prevents any strangers entering the areas where children are. A comprehensive range of policies and procedures is in place. As a result of all these measures, children are looked after in an exceptionally safe environment and their well-being is protected.

The management team has high expectations. They take positive steps towards making continuous improvements following accurate assessment of the provision with future plans aimed at making the best changes to improve children's experiences. For example, the outdoor area has been developed recently to provide extensive opportunities for children to explore and participate in energetic physical play. Staff are highly enthusiastic and ongoing training motivates them to provide excellent care for children.

A highly effective partnership between the staff and parents means that children's needs are exceptionally well met. Detailed information provided from home to the nursery enables staff to have excellent knowledge of each child's background and needs. Parents are actively involved in the nursery and come in to talk to children about different customs and traditions, which enhances children's understanding of each other. Parents are exceedingly happy with the service provided and the support their children receive. Children's daily experiences are shared in a multitude of ways, such as through newsletters, notice boards and colourful displays of photographs and creative work. Highly effective systems are in place to keep parents up-to-date with their children's progress and development. The nursery has developed an excellent partnership with the local children's centre and works closely with its staff, and with the local authority special educational needs coordinator when necessary. Links with other early years providers are not established as fully as possible, although children are extremely well prepared for their transfer to school.

The environment is exciting and stimulating. Staff are particularly well deployed in order to support the children. Staff speak a variety of languages and they make excellent use of the opportunity to support children's home language while maintaining progress in using English. Resources are arranged thoughtfully and entice children to take part in a wide range of learning experiences. Excellent use is made of both the indoor and outdoor areas throughout the day. For example, large scale painting, role-play and exploration of natural resources are just a few of the many activities on offer in the fresh air. The nursery provides wet weather suits and wellington boots so that every child can access the outdoors in all weathers, demonstrating the staff team's determination to provide all children with equal access to all activities. Diversity is respected and highly valued by all staff. This principle is reflected through use of carefully chosen resources and planning

of excellent activities provided for the children.

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

Children and parents are welcomed warmly, and children are helped to settle in quickly. Adults support children's learning extremely well. For example, children gain valuable skills for the future by learning how to use technology, such as the CD player, and are encouraged to practise their numeracy skills by counting the numbers of plates laid out at meal times. Children show great curiosity and interest as they move around, independently selecting their preferred activities. Some take pleasure in exploring musical instruments while others enjoy participating in cutting and sticking activities. As well as eagerly choosing their own activities, children happily come together to enjoy those led by staff. They sit and listen engrossed as a story about visiting the jungle is relayed skilfully in an animated way so capturing and sustaining their interest. Numbers and words written in both English and Italian are displayed clearly to encourage early reading skills. Children delight in practising their early writing skills in a variety of situations.

Children develop knowledge of their local area through carefully planned outings, such as to an Italian church and local restaurant. They use a wide range of resources that help them to learn about the diversity of the world around them. They take part in fund raising events to help them learn about helping others.

Behaviour is exemplary. Children learn the expected boundaries while discussing the nursery rules such as 'We need looking eyes and listening ears'. They respond very positively to praise and are encouraged to adopt good manners. Children feel valued when they are the 'special child of the week' and help staff with extra activities, such as laying the table for snack time or tidying away particular resources. This system enables children to gain a highly impressive sense of responsibility. Excellent chances are provided for children to take risks in a safe environment, and learn how to behave in safe ways. For example, they practice jumping over hurdles and kick boxing whilst participating in karate sessions with a visiting teacher.

Children's good health and well-being is maintained extremely well and the way in which staff encourage children to adopt healthy lifestyles is exceptional. Children relish regular physical exercise outdoors in the fresh air. Staff are mindful of children's needs, and the extremely well organised environment provides children with excellent opportunities to find a quiet area to rest. This arrangement allows children to be energetic or not, as they wish. Children know when and why they wash their hands, and brush their teeth properly. Useful signs promote an understanding of self-care and independence. Menus are varied and include foods that not only meet children's individual dietary needs, but also prompt them to try new things. Meal times are very social occasions with staff sitting with children as they enjoy their food, discussing healthy eating.

Routine observations are used to build extremely clear learning records of

children's individual achievement and progress. These include photographs and annotated samples of children's creations, which demonstrate excellent progress from where they started. What needs to be learnt next is clearly identified and used to inform planning of future experiences. Extremely effective planning for the play environment includes all required areas of learning. Staff meet regularly to ensure children's 'next steps' are incorporated. All experiences build on current abilities and interests, providing each child with sufficient challenge to progress further.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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