

# Baby Room Nursery

Inspection report for early years provision

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**Unique reference number** EY309037  
**Inspection date** 05/11/2008  
**Inspector** Lindsay Ann Farenden

**Setting address** 52 - 54 Webb's Road, Battersea, London, SW11 6SF

**Telephone number** 0207 924 2722

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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).

## **Description of the setting**

Baby Room Nursery opened in 2005 and operates from three rooms in a building that has been converted into a nursery. It is situated in Clapham Junction in the London Borough of Wandsworth.

A maximum of 23 children may attend the nursery at any one time. There are currently 70 children on roll, all of whom are in the early years age group. The nursery is open each weekday from 08.00 to 18.30 all year round. Children have access to a small enclosed outdoor play area. The nursery is registered on the Early Years Register. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 13 staff. Of these, 11 hold an appropriate early years qualification and two are working towards a qualification.

## **Overall effectiveness of the early years provision**

The nursery provides a welcoming child centred environment for children. Displays of their art work and photographs of them doing activities give them a sense of belonging. Children benefit from the friendly and trusting relationships they have built up with staff. The provider promotes all aspects of children's welfare with success, ensuring that they are safe and secure. The provider is aware of the strengths and areas for improvement within the setting and constantly strives to improve the experiences of the children who attend the nursery.

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

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

- further develop planning so that it links with observations of what staff know about each individual child's achievements and make further use of the excellent range of play resources so children are fully challenged in all areas of learning
- devise a written risk assessment for each outing and review it regularly
- extend the range of resources and activities which promote children's understanding of diversity

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

The management team demonstrate a high commitment to continuous assessment and improvement to enhance the care, learning and development for all children. This is clearly demonstrated in their self-evaluation and improvement plans for the nursery. Staff's knowledge of the 'Early Years Foundation Stage' curriculum is in the early stages of development and they have already started to attend training to enable them to further put it into practice on a daily basis.

The management team have endeavoured to ensure the recommendations from the last inspection have been met. Children's security is well protected by a television intercom entry system. There is now a designated member of staff who is the special needs co-ordinator, and who has attended training in this area.

The comprehensive policies are used effectively to promote children's safety, health and welfare. There are suitable recruitment and vetting procedures in place and the revised induction programme for new staff ensures they are aware of procedures and able meet the children's needs and routines. The majority of staff are qualified and attend ongoing training. High staff ratios across the nursery, particularly in the baby room, mean children receive plenty of individual attention.

The staff work well with parents and carers. They liaise closely with them when their child first starts to seek information about their needs and interests to help them settle. Staff provide parents with verbal feedback and cards providing written information about their child's day and food intakes. This provides good consistency of care for children. Parents are invited twice a year to meet with their child's key person to discuss their child's progress in more detail. They also receive regular newsletters to keep them informed of events at the nursery. Parents' views are valued by staff and results of a questionnaire have been used to improve practice.

Children behave very well because staff are attentive to children at all times. Minor squabbles are quickly resolved with simple explanations from staff or distraction into positive play.

## **The quality and standards of the early years provision**

Children are cared for in a very clean environment, in which staff carry out effective hygiene procedures to protect children's health. Staff are vigilant about ensuring children wash their hands before meals, which helps them gain an awareness of hygiene and personal care. Staff sit with children and gently pat their backs to help them go off to sleep, but occasionally there is insufficient bedding to ensure children's complete comfort whilst sleeping. Children receive appropriate attention in the event of minor accidents from trained first aid staff.

Children socialise during meal times as they sit together at tables in small groups. Babies and children receive a balanced and a very nutritious daily diet and eat their meals with obvious pleasure. Children's specific dietary requirements are taken into full account.

Children with English as an additional language and with disabilities are welcomed and fully integrated into the nursery. Staff work closely with other professionals to learn how to carry out specific medical practices to support individual children's health requirements. Children's communication is supported by some staff who speak other languages and through using signing. Some children take part in French sessions, which helps them to understand that people are able to communicate in various languages. They access a range of resources which

provide them with positive images of diversity in everyday play.

Children enjoy a wide range of activities to develop their physical skills. All children, including babies, use the garden on a daily basis in small groups. This gives children of all age groups the opportunity to ride bikes, sit on rockers and jump on the low trampoline. Dance and tots sports sessions from outside teachers provide children with many opportunities to develop large muscle skills and move their bodies in a variety of ways. Regular walks to commons also ensure they receive plenty of fresh air.

Babies receive lots of cuddles and have a warm and affectionate relationship with staff. They are very caring towards them and fully aware of their individual routines. Babies have plenty of room to crawl about and get pleasure from exploring different objects in the treasure basket and a range of manufactured resources. All children, including babies, enjoy a wide range of creative activities to help them explore textures and develop their senses.

Children are settled in the nursery and happily make independent choices from the play resources and activities set out for them. They look at books with great interest in the comfortable and inviting book areas and avidly listen to stories. Children's hand and eye co-ordination is encouraged as they busily play with sand, build construction resources, mould play dough and mark make with crayons.

Staff take a genuine interest in the children as individuals and carry out written observations of their achievements. However, their knowledge of what they know about each child is not always linked to the planning. As a result the range of experiences and use of the resources is not wide enough to fully encourage individual children to be challenged in their next steps of learning and development.

The staff have a clear understanding of creating a safe and welcoming environment in which the risk to children is minimised. Fire drills take place on a regular basis so staff and children become familiar with the emergency evacuation procedures. Children's risk of accidental injury is minimised through regular risk assessments. However, written risk assessments for outings are not in place. Staff have knowledge of child protection and know how to follow the safeguarding procedures appropriately.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3
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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