

Looking Glass Day Nursery

75, MacMillan Way, Tooting Bec, London, SW17 6AT

Inspection date	25/09/2012
Previous inspection date	02/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The new manager has been in post a very short time. She and the management team with support from the corporate managers are already identifying and planning where development and improvement is best targeted and how some aspects will be achieved. The manager is aware of and understands the strengths and weaknesses of the setting, which lead to variation of practice within rooms.
- Some staff are very enthusiastic in their practice, which promotes children's enjoyment of learning through play.
- Children generally share affectionate and caring relationships with staff, which in particular builds older children's confidence and encourages them to ask questions.

It is not yet good because

- There are inconsistencies in the practice, planning and delivery of the educational programs and teaching in different rooms within the nursery. This results in a varied approach to how staff deliver the educational programmes. Although the manager has identified this, the systems to improve and monitor the educational programmes are in the very early stages of planning and implementation.
- The outdoor area is not developed to its full potential in providing opportunities for children to explore natural materials, observe how things grow throughout the year and to play with natural materials such as large boxes, milk crates, tyres and large cardboard tubes.

- There are inconsistencies in staff skills and confidence in story telling and how story times are organised. As a result, some staff fail to foster children's enjoyment of books and encourage children to listen attentively in a range of situations.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Two inspectors carried out this inspection in one day.
 - Inspectors spent time observing the outcomes for all groups of children; under twos and over twos, both inside and outside. The inspector sought the views of children through discussion with them and observation of their play.
 - Inspectors were unable to speak to any current parents directly. Parents' views have been taken into account through the summary of recent parental questionnaires.
 - Inspectors discussed leadership issues with the manager and one inspector carried out a joint observation with the manager in one of the rooms.
- The inspectors sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability and the settings records relating to self-evaluation.

Inspector

Jane Nelson and Sarah Street

Full Report

Information about the setting

Looking Glass Children's Day Nursery is an established nursery that opened in 2003. The nursery registered under its current owners, Casterbridge Nurseries Limited in September 2008 and was taken over by Bright Horizons in 2012. The nursery operates from a purpose built premises and is located on a large estate near Tooting Bec Common in the London borough of Wandsworth. The premises comprise 11 rooms, some on the ground floor and some on the first floor of the building. The nursery is accessible by ramp and there are internal stairs and two lifts which access the upper floor. All children share access to a secure enclosed outdoor play area.

The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, excluding bank holidays. The nursery provides care for a maximum of 156 children in the early years range at any one time. There are currently 204 children aged from six months to under five years on roll, who attend for a variety of sessions. The setting receives funding for the provision of free early education for children aged two, three and four. The nursery supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs a team of 43 staff, who work with the children, excluding the management team which comprises a manager and two deputies. One member of staff has Early Years Professional Status, one has qualified teacher status, 26 staff have a National Vocational Qualification (NVQ) to level 3. A further three staff are qualified to level 2. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- plan a challenging and enjoyable experience for each child in all of the areas of learning and development through; monitoring of the educational programmes to ensure a broad range of experiences to help children progress to the early learning goals is consistently delivered in all rooms.

To further improve the quality of the early years provision the provider should:

- extend the use of the outdoor area to give further opportunities for investigation of the natural world, for example: a) giving children opportunities to observe how things grow; b) providing chimes, streamers, windmills and bubbles to enable them to investigate the effects of wind; c) providing large portable equipment that

children can use to create their own structures using natural materials

- encourage children to listen attentively in a range of situations, for example by encouraging repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff support children's learning and development appropriately through the range of activities and experiences provided across the seven areas of learning. All children are making satisfactory progress, based on their starting points for learning overall. Systems are in place to record and monitor children's development. Staff are currently changing to a new system, which incorporates the newly required progress check for children aged two. Staff record observations of children's development, which they use to focus planning and support children as they progress. Children share affectionate and sound relationships with staff who know them well. Younger children and babies receive reassurance, encouragement and cuddles from staff. Older children show confidence in their play, ask questions and respond to staff's enthusiasm. There are however, inconsistencies in practice in different rooms in the nursery resulting in weaknesses in the quality of teaching. For example, some staff are confident and enthusiastic in their interaction with children. They demonstrate this in how they present and organise activities, such as, story time to engage and hold children's interest. Other staff are not as confident and as a result do not plan and present activities that consistently sustain children's attention. As a result, some children find it difficult to sit still in a large group and lose interest in the activity provided.

Staff extend children's critical thinking by asking open-ended questions and getting the children to predict what happens next. Staff encourage children to say new words as they identify them. They help children learn the meaning of words, such as explaining what 'regret' means. The organisation of some parts of the daily routine impact on children's purposeful learning. For example, on occasions children sit at tables waiting for their lunch for longer than usual, resulting in a wait of several minutes. Some staff are confident in adapting to this change in the usual routine and keep younger children, who are hungry and fractious, involved in activities. For example, they move their arms, holding them above their heads and repeat favourite words, children are saying such as 'bib' and 'water' while explaining that lunch will soon be ready. Staff respond to the sounds young children are making, for example, recognising that they are linked to a favourite nursery rhyme, which they start singing. Children join in with this, laughing and showing enjoyment as they make animal noises associated with those on a farm.

Babies are developing sound physical skills as they crawl, pull themselves up and begin to walk using low furniture and toys in their environment to support themselves. They demonstrate developing confidence in this skill, holding on with care to the sink in their play room, and stretching their arm a bit further to try to reach the tap. They investigate cogs and interconnecting wheels on an activity board while resting their body against the

board to remain standing. They explore different textures by feeling wet sand in a tray on the floor, and running their hands through shredded paper in another tray.

Staff ensure children can use the extensive outdoor area daily for outdoor play. Some rooms have direct access and staff extend some aspects of the learning and development programmes into the outdoor area. Older children demonstrate confidence as they use their coordination skills to ride bikes and steer cars in the garden. They use their large physical skills to run, climb and balance confidently on a fixed frame in the garden. Generally the nursery provides a suitable range of age appropriate play materials and equipment to support children's play and learning. Resources overall are used appropriately. However some aspects of the outdoor area are not used to their full potential. For example, staff do not always provide opportunities for children's investigation of the natural world. Children have few opportunities to observe how things grow throughout the year or use resources to help them observe change and nature. They have limited opportunities to play with large portable equipment that they can move safely and cooperatively to create their own structures.

Each child's key person communicates with their parents at times of transition between rooms, within the nursery. This helps to prepare children for the next stage in their learning. However some parents' comments in a recent annual survey show that they feel this level of communication is not always consistent.

The contribution of the early years provision to the well-being of children

Children are generally happy and demonstrate they feel secure at the nursery. Older children show a developing confidence and assurance in their play, holding detailed conversations, building friendships, and showing interest in visitors. Staff promote gradual settling in procedures, which help new children to settle and ensure their individual needs are met. Staff follow familiar home routines, particularly with babies, and comfort toys are easily accessible, together with cuddles from staff when children need reassurance. Children enjoy their play, showing excitement at times, and talking proudly about skills such as being able to balance on the beams and write the letters in their names. Babies show confidence in their developing physical skills and emerging vocalisation as they move with increasing speed and vocalise in response to each other and staff.

Children's awareness of their good health is encouraged appropriately. The nursery provides healthy meals and snacks, such as, shepherd's pie and fresh fruit, which children enjoy and eat hungrily at lunch time. Children sit safely and comfortably at child size tables to eat with staff nearby. They follow routines that encourage good hygiene, such as, washing their hands before eating lunch and having regular nappy changes. Older children are developing their independence as they use the bathroom confidently using the soap dispenser and washing their hands at the sink. Babies develop their independence with feeding themselves through staff support. They sit comfortably in low chairs around a low table to have their lunch. Staff sit close to babies assisting with their feeding and providing help and support when needed. Children's physical development and good health is encouraged through daily outdoor play in the nursery garden.

Children demonstrate a developing awareness of their own safety. For example staff explain why they must walk safely on the spiral stairs, holding on and waiting for the person in front. Children use utensils and equipment carefully and follow reminders from staff about their own safety, such as, not to run with scissors. Generally children behave well and are developing an understanding of why they need to be careful and consider others. For example, this is evident as they take turns on the bikes in the garden and work together when drawing round each other's body shapes. However, on occasions some staff do not always respond consistently to the behaviour of children who are not engaged in purposeful play.

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

The manager is new to the nursery and has been in post a very short time. A team of two deputies and a new corporate management structure are in place to support her work. The management share a clear and committed vision for the nursery's development and improvement. The manager is already identifying and prioritising where improvements are best targeted and how some aspects will be achieved. However, as yet it is too early to see the impact of her involvement.

The manager is aware of and understands the strengths and weaknesses of the setting making sound use of self-evaluation. For example, she is aware of variations in staff practice relating to the implementation of the learning and development requirements. The manager plans to use the corporate system of regular staff supervision, training and appraisal to support staff, develop their knowledge, and monitor performance. Long term plans are in place to make improvements to the premises through the refurbishment of the nursery building and garden early in 2013.

The staff team are undergoing a period of change with new corporate managers. They are working with a new nursery manager and new systems, including the method to monitor and record children's development. They are progressing with completing the newly required developmental checks on all two-year-olds and share good practice to support less confident staff as they all adjust to the new process.

Robust recruitment procedures are in place for recruiting and vetting suitable staff. Procedures for carrying out risk assessments are appropriate and staff supervise children appropriately. Staff understand their responsibilities relating to safeguarding and child welfare concerns. Procedures are in place and staff understand the action to take if they have concerns about a child or colleague. The manager understands her responsibilities relating to meeting the welfare requirements. She has identified in particular the importance of staff deployment and monitoring staff ratios in the nursery to promote children's welfare.

The nursery works in partnership with external professionals to support individual children's learning. Staff build links with other settings such as local schools, to support

children at times of transition and prepare them appropriately for the next stage in their learning. The nursery aims for positive relationships with parents. Staff build the partnerships and develop the sharing of information with parents and encourage their involvement in their children's learning. For example, the manager has recently introduced a weekly email communication and encourages parents to participate in the Parents/Nursery Association. The manager is aware of the parental responses to the recent annual survey and aims to address any concerns. Overall the partnerships with parents promote continuity of care and learning for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY385379
Local authority	Wandsworth
Inspection number	882667
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	156
Number of children on roll	204
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	02/11/2009
Telephone number	0208 767 2901

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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