

Lavender Hill Day Nursery

Asda Stores Ltd, 204 Lavender Hill, LONDON, SW11 1JG

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|--------------------------|------------|
| Inspection date | 11/10/2012 |
| Previous inspection date | 25/07/2011 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| 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

- Children are well-settled, happy and keen to learn. The effective key-person system ensures that they feel safe and secure and that there is a good two way flow of relevant information between staff and parents and carers to support the children's needs.
- Children have fun as they learn because of the wide range of activities and play experiences provided for them. The planning of activities are tailored around the developmental needs of each child.
- Professional development and on-going training for all staff is encouraged in order to continuously improve outcomes for children.
- The nursery rooms are clean, safe and well equipped with play resources that promote each area of learning.

It is not yet good because

- Although Safeguarding procedures are in place, not all aspects of them are known and fully understood by senior staff.
- The provider failed to notify Ofsted of a change in the management of the nursery. This is breach of requirements.
- Younger children do not routinely sit in comfort and at meal times. This prevents them from gaining the bodily control needed to learn how to feed themselves effectively.

- Opportunities for children to learn how to use information and communication technology are less well promoted.

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.

Inspection activities

- The inspector spent the majority of the inspection observing the children and staff in each of the four rooms.
- Children's information and development records were sampled.
- Ongoing discussion took place with the manager of the nursery and the provider.
- The inspector spoke to six parents to gain their views about the nursery.
- The inspector discussed Safeguarding issues with the manager and provider and sampled other records and documents.

Inspector

Christine Bonnett

Full Report

Information about the setting

Lavender Hill Day Nursery is one of eight nurseries run by All About Children Ltd. It opened in 2011 and operates from four rooms within purpose built premises. It is located in the grounds of Asda supermarket, Clapham Junction in the London Borough of

Wandsworth. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area.

There are currently 68 children aged from six months to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children who speak English as an additional language. The nursery is registered on the Early Years Register. The nursery employs 19 staff, of whom, 18 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure the lead practitioner attends a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

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

- review the seating arrangement at meal times for the children aged under 18 months by ensuring that they are well supported and stable in order to support hand-to-mouth coordination.
- enable children to develop the skills they will need to operate information and communication technology in the future by promoting the use of equipment such as cameras and programmable toys and making sure they are routinely accessible.

Inspection judgements

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

Children make good progress in their learning and development because activities and learning opportunities closely meet the individual needs of children. All staff have a good knowledge of how children learn and provide fun and stimulating activities for them to enjoy. By observing, assessing and tracking children's progress, staff are able to plan the next steps in their development and to prepare older children for school. The information gained from this system also contributes towards children's two-year progress checks.

The educational programmes cover all the areas of learning. Children confidently explore their surroundings and have ready access to play resources in all the rooms. However,

programmable toys and other items that encourage the children to develop the skills needed to operate information and communication technology are not so accessible. Children are active and enthusiastic learners. Younger ones have great fun exploring the texture of foam and make tracks in it with their fingers. Older children sit comfortably cuddled up to a staff member for a story. They point to the pictures with excitement as they anticipate what comes next.

Key persons establish warm and close relationships with children, creating security for babies and older children who are settling. The system also supports engagement with parents. Parents contribute towards the assessment of their child's starting points on entry and receive regular up-dates about their progress. Staff use the children's experiences to support developing relationships and to support children's growing understanding of the world. For example, a child's holiday photographs are made into a book to share with his friends and to talk about where he went and what he did.

Children benefit from physical exercise in the garden. Older children ride tricycles and challenge themselves as they walk along low-level balancing bars. The sand pit provides opportunities to dig and create structures. Younger children also enjoy physical play. Their rooms have resources to enable them to climb, scramble and slide.

Staff support those who learn English as an additional language, for example, they ask parents to provide words from their home language. Parents are also invited to sing to all the children in their home language to further promote communication and to help children learn about diversity. In addition, staff help children learn Makaton as an additional form of communication.

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

Children develop positive relationships with staff. Good eye contact and warm care is given to babies to help them feel they are valued. Children learn to share and to take turns. Because they know what is expected of them children's behaviour is good. Overall, staff give high priority to the safety of children, ensuring that child: staff ratios are met at all times. However, on the morning of the inspection the required ratios were not met for a short period due to staff sickness. The impact on the children's well-being was minimal, because plans to address the situation were implemented as quickly as possible.

Staff enable children to adopt good hygiene practices. For example, older children routinely wash their hands before eating, although generally they are not able to explain why. Children enjoy healthy and balanced meals. The menu includes pasta dishes, sweet potatoes and fresh fruit. Children do activities to help them understand which foods are good for them, and which to avoid. Older children's independence is promoted at meal times because they serve themselves, although sometimes the length of time they sit is too long. In addition, some of the younger children do not always sit in comfort and safety to eat their meal. Consequently, they are not sufficiently able to develop the skills they need to feed themselves.

Children are well supported during their transition to another room within the nursery. They spend time visiting, and a detailed report written by the child's past key person passes to the new key person to ease the change and ensure consistency of care. There are also supportive transition arrangements for children going to school.

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

Clear safeguarding procedures are in place enabling staff to have sound awareness of how to protect children if they have a concern. The provider has a secure understanding of how to manage any allegations made against a member of staff. However, the manager is less secure in her knowledge and understanding of this. The procedure for recruiting staff is robust and ensures that all staff have suitability checks. Staff carry out risk assessments successfully and this enables them to minimise potential hazards to children so that they are cared for in a safe and secure environment. All the required documents and records which successfully support children's well-being are maintained.

The manager and staff have a secure understanding of the learning and development requirements. The manager oversees the implementation of the education programme in all the rooms. The provider and manager place high emphasis on the on-going professional development of all staff. They understand the importance of continuously evaluating their practice in order to enhance outcomes for children. Since the last inspection, planning is now tailored to meet the individual needs of the children. Currently, staff are undergoing training to enable them to adjust their systems to meet the requirements of the reformed Early Years Foundation Stage. Parents complete questionnaires as part of the self-evaluation process and their comments are welcomed by staff and influence change. For example, security precautions on the front door were increased as a result of suggestions and comments they made.

The provider and manager generally understand their duties in relation to meeting the safeguarding and welfare requirements well. However, the provider has not informed Ofsted of a change of manager. It is a legal requirement to do so. On this occasion, Ofsted do not intend to take any further action. The manager has been checked and holds the relevant qualification and experience, so there is limited impact on children.

Effective partnerships with parents are well established. On the day of inspection, all those spoken to stated how much they like the nursery and the nurturing care given by staff. They value the on-going sharing of information with their child's key person and the progress their child makes in their learning and development.

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

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|--------------------------------|--------------------------|
| Unique reference number | EY425030 |
| Local authority | Wandsworth |
| Inspection number | 885506 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 69 |

| | |
|------------------------------------|------------------------|
| Number of children on roll | 68 |
| Name of provider | All About Children Ltd |
| Date of previous inspection | 25/07/2011 |
| Telephone number | 0207 9241267 |

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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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