

Putney Day Nursery

107-109 Norroy Road, Putney, London, SW15 1PH

Inspection date	26/10/2012
Previous inspection date	24/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Relationships at all levels are positive and staff care for children well, helping them to become independent and to make decisions about what they want to do
- The nursery promotes equality and diversity well, enabling children to learn about a wide range of cultures
- Partnerships with parents are good. Staff gain useful information from them when children begin at the nursery in order to assess starting points for individual learning

It is not yet good because

- There is inconsistency in the quality of staff interaction with children. Some staff do not promote children's thinking and language skills effectively.
- Staff do not use the outdoor areas well to promote children's development in all areas of learning, particularly their physical development, and outings are limited.
- The planning of activities does not always meet the needs of all children in the nursery. In addition, some resources, particularly books, are in poor condition and do not stimulate children's interest in using them.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- This inspection was carried out by one Early Years inspector who spent a day at the nursery
- The inspector observed activities in all the indoor rooms used by children and in the outdoor areas
- The inspector spoke to staff who were on duty and parents who came to collect their children. She held discussions with the assistant manager of the nursery and the area manager of the parent company
- The inspector looked at documentation relating to safeguarding, staff recruitment and training, and self-evaluation
- The inspector also looked at the website for the nursery and the parent company.

Inspector

Jane Chesterfield

Full Report

Information about the setting

Putney Day Nursery opened in 2000 and re-registered in 2005. It is run by Asquith Court Nurseries Limited. The nursery operates from a purpose-built two-storey building in the

centre of Putney, London. Children have access to four group rooms and two enclosed areas for outdoor play. The nursery is open all year round, except for bank holidays. Opening hours are Monday to Friday from 7am to 6.30pm. The nursery serves the local community. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 48 children within the early years age group on roll. The nursery supports children with special educational needs and/or disabilities, and children learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Children attend for a variety of sessions on a full and part-time basis. The nursery employs twelve staff, all of whom hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- improve the planning of challenging and enjoyable learning experiences by taking full account of the needs, interests and stage of development of all children.
- support children's all-round development and emotional well-being, with particular reference to their physical development, by providing stimulating, well-resourced and exciting outdoor activities.
- develop the educational programme for communication and language by ensuring that staff help children to build their vocabulary by giving them choices and using open-ended questions.

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

- improve the learning environment by updating resources which are worn or shabby, particularly books, in order to stimulate children's interests.

Inspection judgements

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

The nursery meets the needs of the children to a satisfactory standard. Some staff interact well with children, developing their language through open-ended questioning and the introduction of new words and ideas. In the pre-school room, for example, some staff help children to learn the names of colours effectively while looking for an orange dinosaur. Staff in the baby room are particularly skilled, helping babies to develop well by making

lots of eye contact and responding to their babbling with songs and discussion. As a result, the babies are developing well in making relationships and in communicating, in relation to the expectations for their ages. Elsewhere in the nursery, staff sometimes act in a mainly supervisory capacity, rather than supporting children's learning. They give the children good opportunities to be independent in their learning and to discover things for themselves, for example, in craft or outdoor activities. However, they do not always build on children's learning with well thought-out questions or suggestions. In addition, children who are more articulate sometimes get more attention than those who are quiet, which means that staff do not always support quiet children well. Most children achieve appropriately for their age in communication and language in relation to their starting points. However, this does vary because staff do not meet all children's needs consistently well. While some pre-schoolers exceed expectations for their age, some are below expectations and are not yet communicating effectively in readiness for school. Children learning English as an additional language make similar progress to their peers. Staff demonstrate a good understanding of how to support children with special educational needs and/or disabilities.

Children enjoy going outside and staff encourage them to use the small outdoor areas whatever the weather. However, the range of planned outdoor activities is limited and staff do not take advantage of the covered area to set up activities for all weathers. Visits to local parks to allow children to run about and explore nature are infrequent. Children's physical development is satisfactory, although they do not have many opportunities to enjoy energetic play or use large equipment.

The nursery has made good progress since the last inspection in identifying and recording the achievements of individual children. Staff gather useful information from parents when children first attend to establish their starting points in learning. They use all this information well to plan the next steps for individual children. However, staff set up daily activities only to meet the needs of one or two individuals rather than the whole group attending each day. There is no overall structure to planning for each room beyond topics such as 'autumn' or 'fireworks'. This means that, while some children are engrossed by particular adult-led activities, others are quickly bored. For example, toddlers show varying degrees of interest in a 'flour and glitter' activity set up to encourage early writing skills.

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

The nursery supports children's well-being appropriately. Relationships are good throughout the nursery so that children are comfortable and settled. The key person system is securely in place and children know that they can turn to any adult if they need help and support. Children are developing the confidence to be independent and make decisions for themselves as a result of the nursery's routines, for example, having their morning snack when it suits them. However, children are not always motivated to persevere with activities and develop their concentration in preparation for school. Staff do not always effectively plan activities indoors and outside to meet the full range of children's needs and interests. In addition, resources, particularly books, are sometimes worn and uninviting, which does not encourage children to explore them.

Staff attend well to children's medical and dietary needs, and there is a strong focus on healthy eating. Food prepared on site is appetising, well cooked and plentiful, and children enjoy their meals. Staff organise daily routines well and welfare procedures are thorough, although there is sometimes inconsistency in practice. For example, staff do not always wash their hands or use gel after wiping children's noses, which is not effective in promoting good hygiene to children. The baby room runs very smoothly, and the babies thrive in a warm, supportive and stimulating environment where staff meet their emotional and physical needs well.

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

Arrangements for safeguarding children fully meet requirements, and the nursery practises 'safer recruitment' to assess the suitability of staff. Staff demonstrate a clear understanding of child protection procedures and of their responsibilities in keeping children safe. The nursery has appropriately structured systems for staff supervision and appraisal to support on-going professional development. Overall, staff work together effectively as a team, particularly in the way in which they care for children.

The nursery's self-evaluation is realistic and identifies key strengths and weaknesses. Highlighted areas for development include improving the planning and monitoring of activities to meet the needs of all children and to cover all areas of learning indoors and outside. Senior staff recognise that there is a lack of consistency in the way in which staff support children in their learning and development and that staff need additional training to enable them to do this effectively.

The nursery's parent company provides it with good systems and paperwork for assessing the needs and progress of individual children. The nursery uses these well to record children's individual needs although staff are not currently planning effectively to meet the needs of all the children present each day.

Partnerships with parents are good. Parents are well informed about their children's development and well-being through daily contact with staff and termly open days. The nursery's website is a useful source of information for parents. There are satisfactory links with other agencies to support children where necessary. Promotion of equality and diversity is good, and senior staff make sure they value and celebrate all the cultures of children in the nursery through activities, events, languages and resources. As a result, children develop a positive attitude to people who are different from themselves.

The Childcare Register

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

The requirements for the voluntary 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

EY289996

Local authority	Wandsworth
Inspection number	814757
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	48
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	24/11/2009
Telephone number	020 8246 5611

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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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Piccadilly Gate
Store St
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M1 2WD

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