

# Baby Room Nursery

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

<b>Inspection date</b>	20/11/2012
Previous inspection date	05/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The learning environment is bright and inviting. Wall displays are imaginative and staff have been creative in using all available space to enhance children's learning through the use of visual imagery.
- Older children show excellent understanding of acceptable behaviour. They are seen correcting their friends and advising on how to behave.
- Younger children and babies form close bonds with adults. Staff provide lots of cuddles and affection, as a result, all children are secure and content.
- Children experience innovative activities to support their understanding of safety. They learn how to keep themselves safe within the setting or when out and about.

### It is not yet outstanding because

- Babies have access to limited equipment to support their drive to pull themselves and enable them to move along furniture unaided.
- The role play areas are not yet fully developed. Children have access to fewer resources reflecting real life and everyday familiar objects to enhance their play.

## 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

- The inspector observed children and staff in all rooms of the setting and during outdoor play.
- The inspector sampled assessment records, planning documentation, evidence of staff suitability and qualifications, and children's learning journeys
- The inspector held a meeting with the manager and area manager
- The inspector completed a joint observation with the manager
- The inspector spoke with some members of staff from each room of the setting

## Inspector

Katie Dempster

## Full Report

### Information about the setting

Baby Room Nursery opened in 2005 and operates from four rooms in a three story building, converted into a nursery. It is situated in Clapham Junction, within the London Borough of Wandsworth. The nursery offers places for 45 children. There are currently 62 children on roll. The nursery is open each weekday from 8am to 6.30pm for 51 weeks of the year. Children have access to a small enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 11 staff. Of these, 10 hold an appropriate early years qualification and one member of staff is working towards a qualification.

### **What the setting needs to do to improve further**

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

- provide low-level equipment for young children to pull themselves up, shuffle and cruise and to challenge those who have learnt to walk
- provide a variety of familiar resources in the home corner reflecting everyday life, such as magazines, real kitchen items or washing materials.

### **Inspection judgements**

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

Staff have a secure knowledge of the Early Years Foundation Stage framework and activities are planned to cover all seven areas of learning. Observations are well captured, evaluative and used well to inform individual plans for children. This results in children making good progress towards the early learning goals. Children's learning journeys clearly show their current levels of learning and development. On-going assessment includes the two year progress check.

The educational programme is well balanced and implemented successfully by staff. They use effective techniques to extend and challenge children's thinking. They model good vocabulary and give children time to think. When setting up for snack, staff encourage children to calculate how many chairs they will need for the number of children. They ask open ended and probing questions. When eating their lunch, staff use words such as 'soft' and 'tasty' to describe the banana bread. In the baby room, staff encourage babies to explore. They demonstrate how to build towers using lots of narrative to help babies link words with actions.

The visual environment provides interesting things for children to look at, talk about and learn from. Images of people from different cultures, professions and photographs from around the world are on display. This gives children good opportunities to learn about the world in which they live. Planned activities, such as writing in different languages and celebrating various festivals, further promote children's awareness of diversity. Children

enjoy pretend play and are seen getting into character with friends. For example, children push buggies around the room saying, 'we're going to the park!' as they giggle and march off. The home corner in some areas of the setting lack appeal. This means that there are some missed opportunities to extend children's learning.

To encourage children's literacy and reading skills, staff use printed words well in the environment. Equipment and resources are clearly labelled and staff use laminates of children's names. This helps to encourage children to label their own work. Staff foster babies' personal, social and emotional development well. They show interest in the activities and resources staff present and show a keenness to explore their surroundings. A member of staff builds a block tower and a baby notices this and quickly crawls over to knock it down. Plenty of floor space allows babies room to move and explore freely. However, there are fewer opportunities for babies to pull themselves up and begin to walk against low-level equipment and furniture.

There are effective systems in place to support children learning English as an additional language. During registration, parents provide key words in their home language. Staff work with parents to ensure they can pronounce the words correctly and how and when they should be used. Staff use facial expressions, visual aids and signs to aid communication. Where possible, those staff who speak the same language as the children learning English are made available to offer support. Furthermore, children speaking the same language as their peers are encouraged to converse in their common language. Support is in place for children with special educational needs and/or disabilities. The manager is aware of the support systems available within the local authority. She knows that they must develop partnerships where there are concerns about children's development.

Parents are involved in their children's learning. The setting invites parents to meetings. They share learning journeys, update parents on children's development, seek information about changing interests and discuss any other issues. Daily verbal feedback allows staff to express ideas for learning at home.

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

Children happily explore their surroundings and display high levels of confidence. This is a result of the secure attachments children make with their key person. Staff offer babies lots of cuddles and sit close by them during play. Babies and younger children quickly become secure and develop confidence in the welcoming environment. Staff ensure a smooth settling in period through a good partnership with parents. Staff encourage parents to share information about their child and discuss ways to ensure children settle as quickly as possible. For example, giving parents information and advice about dealing with the transition to nursery and what to expect. This continues through the nursery as children move up from room to room. Staff place high priority on children moving when they are ready and in agreement with parents. Staff consider how confident children are in their walking and their readiness for further interaction when planning for their transition. Staff prepare children for the next stage in their learning equally well. As children grow

and develop, moving up through the nursery, they learn to use a range of tools and equipment, become independent and reach the pre-school room keen to learn and able to express their wants and needs. These are valuable skills children require for their transition to school.

Children display very good behaviour and show an excellent understanding of how to behave and listen to instructions. For example, a child says to another beginning to play with the water tray, 'no, you have to wear an apron'. Also, as some children get excited for an activity they start to play with the resources set out, one child says to her friends, 'no, don't touch them yet, we have to wait'. Children have wonderful opportunities to learn about safety. Older children take part in risk assessments in the garden; they look for dangerous items in the garden, take pictures and talk about how to make it safe. This helps children learn in real ways and is a valuable skill in their learning to keep themselves safe.

Staff model good language at meal times to help children learn about and understand the importance of healthy lifestyles. At lunch time, staff talk about growing 'big and strong' and displays around the environment of healthy foods further encourage children to make healthy choices. Children learn about good oral health also as they discuss teeth brushing and why it is important to do this.

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

Leadership and management are effective, which enables the nursery to run smoothly. The manager has a good understanding of her roles and responsibilities. She meets the safeguarding and welfare requirements of the Early Years Foundation Stage. The nursery receives regular visits from the area manager as well as local authority early years advisors to support practice. The manager has assigned an Early Years Foundation Stage co-ordinator. She works with her to monitor the educational programmes, observations and planning. This helps to ensure all children are making progress. Staff are supported in their professional development. Staff appraisals take place on a regular basis. This provides opportunities for the manager and staff to discuss performance, areas for development and any training needs. Staff report they feel supported by the manager who offers encouragement as they work towards their qualifications.

Arrangements for safeguarding children are good. The implementation of the clear policies and procedures contributes to the safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. Staff demonstrate a firm understanding of safeguarding and the vast majority have received training in child protection. Staff show a good knowledge and understanding of what to do if they have concerns about a child in their care. They are clear of the procedures to follow in the event of an allegation. Recruitment and induction procedures are robust. As a result, suitably, qualified and experienced staff care for children.

The setting uses various systems to self-evaluate. The manager shows a strong drive for

making progress. She uses feedback from children, staff, parents and local authority early years advisors. This helps to build upon strong practice and make improvements to areas of development. The setting has addressed the recommendations from the previous inspection effectively. This has had a positive impact on the effectiveness of observations and planning, safety on outings and children's understanding of diversity.

Partnership with parents is well-established. There is a wealth of information available for parents and staff provide appropriate information for prospective and new parents. The setting seeks feedback from parents, through parent forums and a communication mail box. This enables them to email through any queries, issues and suggestion they may have. Most recently, staff made a change to information provided regarding staff holidays, as a direct result of responses from parents.

### 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

<b>Unique reference number</b>	EY309037
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	822920
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Baby Room Nurseries Ltd
<b>Date of previous inspection</b>	05/11/2008
<b>Telephone number</b>	0207 924 2722

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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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