

Highams Park Childrens Day Nursery

Highams Park Day Nursery, 16a Handsworth Avenue, LONDON, E4 9PJ

Inspection date	10/01/2013
Previous inspection date	09/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are happy and safe in a welcoming environment which gives them opportunities to choose resources freely.
- Activities are organised to meet the individual needs and interest of children.
- Children enjoy learning how to use British Sign Language and are eager to communicate new words they have learnt.
- Managers are proactive in identifying strengths and areas for improvement..

It is not yet outstanding because

- The learning environment lacks challenging resources for older and more able children's physical development and opportunities for writing during role-play and in other areas is limited.
- Information given to parents on a daily basis does not fully encourage them to support their children's learning at home.

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

- The inspector had a tour of the premises and discussed a joint observation with the person in charge at the start of the inspection.
- The inspector observed activities in each of the playrooms during the inspection.
- The inspector met with the manager and regional manager and spoke with staff during the visit.
- The inspector also took account of the views of parents spoken to on the day of the inspection and through the nursery's annual questionnaire responses.
- The inspector looked at children's assessment records, evidence of suitability of staff working within the setting alongside a small sample of other documentation.

Inspector

Helen Steven

Full Report

Information about the setting

Highams Park Children's Day Nursery is one of 153 nurseries run by Bright Horizon Family Solutions. It operates from purpose-built premises on a residential road in Highams Park in the London Borough of Waltham Forest. Access to the setting is via a small slope. All

children share access to a secure, enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The day nursery is open each weekday from 7:45am to 6.30pm for 51 weeks of the year. A total of 20 staff work with the children, the majority hold an appropriate early years qualification at levels 3 and 2. There are currently 80 children in the early years age range on roll who attend both full and part time sessions. The nursery receives funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the learning environment by providing physical challenges appropriate for more able children and include opportunities for writing during role-play and other activities
- provide more frequent information and support to help parents and/or carers guide their child's learning at home.

Inspection judgements

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

Children have access to a good range of activities and learning experiences across the seven areas of learning. Key persons effectively assess children's starting points and monitor their progress throughout the nursery on an ongoing basis. They use this information to inform planning and produce summaries of children's progress twice a year, which are shared with parents. As part of the transition process the children's learning journey document has been changed and is in line with the revised framework. Managers are supporting staff in using this document effectively while it becomes embedded in practice. Individual planning is organised on whiteboards to reduce paperwork and be a visible prompt for all staff.

There is a special education needs coordinator in the nursery who successfully supports staff in identifying and addressing any special educational needs and/or disabilities. There are currently no children requiring additional support, but staff are happy to work alongside agencies to support children's individual needs when necessary. Systems are in place to support children's transitions between rooms within the nursery. A 'Get Set for

School' initiative is in place, primarily used in the spring term to effectively support children's transitions to school. Activities help children to prepare for the structured learning environment of school.

Resources are of good quality and overall children can access them easily. The new provider is in the process of making the learning environment more effective by replacing storage containers and low level furniture. A sensory room is available adjacent to the pre-school room, this enables all the children in the nursery to explore their senses. The children are able to choose and instigate activities themselves as well as be involved with those that are adult-led.

Older children arrive at the nursery and are expected to place their name cards on a board in the stair lobby to demonstrate they are present in the nursery. Although not consistently applied, this type of activity enables children to recognise their names. Children use white boards to practise writing their names; however, they are unable to access prompts to aid them in this as their name cards are not in view. Staff make themselves available to sit in the book area to read stories to pre-school children. Children access the books independently, although these are not currently organised effectively but this is due to be improved during the review of the environment and furniture. Throughout the nursery children's home languages are known by their key person and there are resources and displays that reflect their individual backgrounds. Babies are encouraged to take turns in choosing a figure from a box to communicate which song they want to sing. All adults enthusiastically sing to encourage babies to join in with the words and actions. As a result babies' communication and language development is supported well. Staff talk to toddlers during lunch extending their vocabulary by talking about ice-cream melting.

Throughout the nursery babies and children are fascinated by the tree surgeons pruning the trees on the street outside the nursery. The low level windows afford all the children the opportunity to view the environment and gain an understanding of the world. The staff talk to the children about what is happening outside and ask questions to help children to reflect on what they are seeing. Staff organise a woodwork activity based on children's interest in the tree pruning. Children have opportunities to build with the logs of different sizes. Staff encourage children to use mathematical language regarding shape of the logs and the height of the towers they build. Others have the opportunity to use tools, such as a small saw, to cut small lengths of wood.

Children spend time in the home corner engaging in imaginative role-play based on their own first-hand experiences. They feed their dollies, placing them in the highchair and sit them at the table. Although well-equipped it lacks opportunities for children to explore other areas of the curriculum such as writing shopping lists and making notes in diaries to support literacy. Activities such as sand play support children's knowledge of measuring and volume. Staff talk to toddlers about position as they discuss a toy being under another. All children's individual needs are known to key persons and meet effectively. The nursery ensures that those with English as an additional language have their home language valued, for example, the toddler room has a display of various keywords in different languages found in the local community. In pre-school a spontaneous activity is undertaken by a staff member who is organising a display regarding sign language. Children enthusiastically look for the pictorial signs for the animals mentioned by the adult

and they skillfully demonstrate the sign to her.

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

Staff support children's well-being by ensuring that they have opportunities to play outdoors every day. In addition there are some opportunities to go on local outings. The nursery have developed the garden area, which includes an undercover space for all-weather play. There are lots of opportunities for physical activities, for example negotiating space on ride-on toys and playing on the small plastic climbing frame and slide. However, the resources for climbing do not provide challenge for older and more able children. Babies move around the playroom and climb on low level surfaces. Toddlers jump between and balance on large soft shapes.

Children are happy within the nursery and have made relationships with their key person and other staff members. The provider has bank staff available that can cover at short notice, they are aware of the nursery's routine and know many of the children. Children have developed friendship groups and share ideas with each other. At times children behave in a way that is unwanted and staff are calm in their approach, gain the child's attention and talking to them. Children are encouraged to take responsibility for jobs such as tidying up.

Staff implement effective policies for administering medication and to record accidents. Children's dietary requirements are known to staff and met by the cook who prepares fresh seasonal food on a daily basis. Snack times are in the process of being organised so they do not interrupt children's play, although this practice is not yet fully embedded. Older children have the opportunity to help themselves to water throughout the day from a dispenser and pour their drinks from a jug and serve themselves at lunchtime. Children are keen to wash their hands prior to handling food and after toileting. Babies are very keen to find their own cups when these are placed on the low tables. They are encouraged to feed themselves independently, with support from adults. Nappy changing routines are generally carried out by key persons to help children feel secure. Toddlers who are potty training receive praise and a 'high five' from staff for their achievements.

Babies' individual sleep routines are supported and they are given time to wake gently. Most toddlers rest after lunch and staff sing as the children drift off to sleep. Gentle reminders about safety are given during the day, for example when children walk up the stairs they are reminded to stay to one side and hold the rail. Staff make good use of a soft toy called 'Candyfloss' to help children understand health and safety. For example, when cutting wood, 'Candyfloss' is used to remind children about using safety glasses and handling tools. Regular fire drills introduce children to how to keep themselves safe when leaving the building in an emergency.

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

The nursery is going through a transition period as it has been taken over by a new provider. The new provider has been gradually merging their policies and procedures with those of the nursery and is using good initiatives from the nursery to provide children and families with consistency. Bright Horizons policies and procedures have been agreed nationally and as a day care chain these are agreed centrally by Ofsted. There are effective systems in place to supervise and mentor staff, including regular appraisals and staff meetings. As a result, staff work well individually and as a team.

Comprehensive awareness of safeguarding issues among managers and staff supports children's safety and security. Children are safeguarded by the organisation's robust recruitment and vetting procedures, including the successful induction of new staff. There is evidence that all staff hold Criminal Record Bureau checks and the new manager reports to have reviewed historical records about other checks undertaken when staff were employed by the previous owner. Signs are prominent throughout the nursery to remind staff, parents and visitors that mobile phones cannot be used in the nursery. Security of the main door has been thoroughly strengthened to prevent children leaving the premises unsupervised and to prevent unauthorised persons entering. Managers have effective strategies in place to deal with unexpected maintenance issues. They risk assess all areas of the nursery and any changes to practice to ensure children's health and safety is paramount. Food hygiene practices are managed well which is evidenced by an environmental health five star award. A number of staff throughout the nursery hold valid paediatric first aid certificates in order to treat children appropriately in the event of an accident.

The staff have a good relationship with parents. Regular Parent Nursery Association (PNA) meetings are held with self nominated parent representatives in place as a link with management. Parents have access to their child's profile and regular meetings are held with key persons to share information and assessments of their child's progress. Parents complete annual questionnaires and their feedback is used to identify areas for development. Daily feedback is given verbally as well as a handover book for younger children and babies. However, these discussions are not always used to inform parents about how to support their children's learning at home. Parents report that the key strength of the nursery is the friendliness of the staff who are happy and welcoming.

The latest self-evaluation for the setting was undertaken by the previous manager and an internal audit was carried out by the last provider. Parents and staff have been informed that the setting has achieved an exceptional 'in-house' inspection result. However, the new senior management team have conducted their own observations and are clear that the previous self-evaluation outcome was not accurate. Current senior managers demonstrate that have identified strengths and weaknesses of the setting effectively and that they are monitoring the effectiveness of the educational programme. They have clear priorities and plans for improvement and demonstrate that they have a strong drive to secure better outcomes for children.

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
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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	EY374155
Local authority	Waltham Forest
Inspection number	896428
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	80
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	09/12/2008
Telephone number	0208 5310713

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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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