

Edu Care Nursery

27 Aldrington Road, LONDON, SW16 1TU

Inspection date

Previous inspection date

31/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 nursery has effective systems to promote good partnership working with parents. As a result, parents are involved in their children's progress and achievements.
- The management team effectively monitors the nursery, particularly in respect of the education programme. This benefits children, with all making good progress in relation to their starting points at entry and capabilities.
- Children are able to explore and investigate in a safe and secure environment. The nursery implements robust procedures, which help to safeguard children.

It is not yet outstanding because

- Staff do not always fully challenge and extend the communication and language development of younger children.

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 observed children's play and staff interactions, indoors and outside.
- The inspector and Registered Person/manager undertook a joint observation of a teaching activity.
- The inspector talked with some staff within the nursery and parents, and held discussions with the Registered Person/manager.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- Safeguarding and child protection issues were discussed with the staff and Registered Person/manager, and the policy reviewed.

Inspector

Vicky Vasiliadis

Full Report

Information about the setting

Edu Care Nursery registered in 2012. It is located in a detached two-storey building situated in the London borough of Wandsworth. The nursery accommodates babies and children under two years old on the ground floor. Children aged two years to five years of

age are accommodated in two rooms on the first floor. There is a secure outdoor play area. The nursery is open every weekday from 7.30am until 6.30pm for 50 weeks of the year. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. They offer care to 33 children in the early years age range, with 12 children under two years. There are currently 37 children on roll within the early years. The nursery supports children with special educational needs and children who speak English as an additional language. The nursery provides funded early education for three- and four-year-olds. The nursery employs 12 staff to work directly with the children, including the Registered Person/manager. Of these, 11 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- strengthen children's communication and language skills by a) using talk to describe what children are doing and by providing a running commentary b) providing opportunities for children to talk with other children and adults about what they see, hear, think and feel.

Inspection judgements

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

The nursery successfully identifies children's starting points and observation, assessment and planning is effective. Staff complete two-year-old progress checks to identify children's strengths and areas where they make less than expected progress. They work with parents to help identify any additional needs children may have at an early stage. As a result, children make good progress in their learning and development in relation to their starting points and capabilities.

Resources and activities are well suited to children's interests and effectively challenge and stimulate them. For example, babies take great pleasure in exploring the ball pool and covering themselves with the balls. Staff share children's achievements and milestones with parents. Regular parents' evenings take place and parents receive written reports of their child's progress. This helps parents to support children's learning at home.

Children's communicating, language and literacy skills are developing appropriately. Children are eager to participate in conversations and begin to negotiate and take turns when speaking. For example, children are confident to talk to visitors to find out what they

are doing at their nursery. Staff extend older children's thought processes and encourage them to make up their own stories. For example, children eagerly participate in recounting stories as they use hand puppets to give their version of the story. Children begin to understand that print carries meaning and the more able children handle books with care and enjoy having stories read to them. Babies enjoy the opportunity to join in with singing and moving to nursery rhymes. They eagerly respond to staff who ask them to point to parts of their bodies, such as their eyes and mouths. Overall, staff engage and support the language of babies and toddlers, however, some staff miss opportunities to fully increase such young children's communication skills. Children learn to count everyday objects, such as the amount of cars they have. They also learn about weight and volume. For example, staff bring children's attention to water jugs being heavy as they are full of water. Children are then eager to point out when water jugs are nearly empty. They state that this is because they have drunk all the water. Overall, children receive good levels of support to prepare them well for the next stage of their learning.

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

Children are provided with a challenging environment that supports and extends their all round development. The staff adopt appropriate methods to manage children's behaviour, reminding children to share and be kind to their friends. There is an effective key person system in place and children have formed secure emotional attachments with staff that care for them. Babies seek out staff for hugs and affection when tired or upset. This is freely offered by staff who are responsive to their needs. Staff give lots of eye contact to children when they talk to them or attend to their needs. There are many smiles and positive language used with the children of all ages. Staff begin to label emotions and feelings. For example, whilst outdoors, staff ask children to look at their faces as they are sad because children are not listening. Staff provide familiar, predictable routines for children as they talk to them about preparing for lunch. As a result, children develop good skills in their personal, social and emotional development, which supports their all round learning. Children begin to develop an understanding of the procedures to follow in the event of an emergency as they routinely practise the evacuation procedures. They also have good levels of support to feel safe and secure within the nursery.

The staff fully promote children's physical development, health and self-care. Children learn to cover their mouths when coughing. Staff sing songs with children about hand washing to make this a fun way of learning. Children have opportunities to help in tasks such as handing out cutlery, scraping bowls and pouring their own water. The garden is well organised with resources and activities attractively presented and easily accessible to children. Children take great pleasure in riding their scooters and pushing wheeled toys. Babies can move freely and safely within the environment. There is ample equipment and resources to encourage babies to grasp, stretch and reach for objects. Consequently, children learn the importance of developing a healthy lifestyle.

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

There are successful processes to evaluate quality and identify improvement. The Registered Person/manager knows where their strengths lie and what improvements they need to make. For example, the nursery wishes to develop further their outdoor area to provide children with more learning opportunities. All staff are subject to an induction process. During this time, they must familiarise themselves with the ethos of the nursery, their roles and responsibilities and safeguarding issues. The management team effectively support staff and each new member of staff has a mentor. Staff have monthly supervision which is used to identify strengths, areas for development and training needs. The Registered Person/manager recognises the importance of ongoing professional development. As a result, all staff are encouraged to obtain additional professional qualifications. Consequently, staff continue to develop their skills and knowledge, which has had a positive impact on children's learning and development. The Registered Person/manager understands clearly her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage framework. They monitor the educational programme through staff meetings and discussions. In addition, they work closely with their local authority advisors and take on board any suggestions to improve practice.

The Registered Person/manager and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. Staff are well deployed which helps to ensure that children are safe and supervised. Effective risk assessment processes are in place, which staff use to minimise potential hazards to children. Staff demonstrate a clear understanding of safeguarding issues and the reporting procedures that should be followed. There are robust recruitment procedures in place, which helps to ensure that adults caring for children are suitable to do so. Consequently, children are safe and their welfare promoted.

There are good systems to promote partnership working with parents and carers. All parents have regular opportunities to meet with staff to discuss their children's achievements and progress. Each child has their own developmental records, which clearly shows how they are making good progress towards the early learning goals. In addition, information is available to parents to support their understanding of the practices within the nursery. For example, photographs represent children at play in relation to the different areas of learning. There is also an informative website, which parents can access. Staff work well with parents to help ensure that children learning English as an additional language are well supported. Parents are encouraged to share information about their home languages and key words with staff. Parents are unanimous in their positive feedback about the nursery. For example, some parents state that they contribute their child's learning and progress to the staff at the nursery. The nursery continues to establish effective links with local schools and nurseries. For example, the Registered Person/manager has been to visit a local school, in order to develop links with teachers and head teachers. They help to prepare children in the transition from nursery to school by reading related stories and supporting children in their learning and development. As a result, children receive good levels of support in their transition to school.

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	EY447100
Local authority	Wandsworth
Inspection number	802599
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	37
Name of provider	Lima Carol Parris Nunes
Date of previous inspection	Not applicable
Telephone number	07984419084

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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
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