

Katharine Bruce Day Nursery

Queens Park Court, Ilbert Street, London, W10 4QA

Inspection date	04/03/2013
Previous inspection date	24/09/2010

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

- The nursery environment is well organised and children are curious and motivated to learn.
- Children play with a good range of stimulating and challenging resources, suited to their abilities and interests.
- Observation, assessment and planning systems are successful. As a result, staff are able to identify children's starting points, their progress and future learning effectively.

It is not yet good because

- Staff do not always make effective use of risk assessments and daily safety checks to minimise all hazards, so children have access to potential hazards in one part of the outdoor area.
- At times, staff miss opportunities to develop children's understanding further of the links between health and exercise and healthy choices.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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, inside and outside.
- The inspector and 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 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 manager, and the policy reviewed.

Inspector

Vicky Vasiliadis

Full Report

Information about the setting

Katherine Bruce Day Nursery was established in 1930 and re-registered in 2005. It is run by The London Early Years Foundation under a management contract for Westminster City Council. The nursery is located in the Queens Park Estate in the borough of Westminster. The nursery is a purpose built, single storey building consisting of three main playrooms. Children have access to an outdoor area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm for 51 weeks in the year. The nursery currently has 78 children on roll in the early years age group.

The nursery supports a number of children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery provides funded early education for two, three and four-year-olds.

The nursery employs eight staff, including the manager, all of whom hold appropriate early years qualifications. There are two members of staff working towards higher qualifications.

What the setting needs to do to improve further

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

- ensure there is a clear and well-understood policy and procedures for assessing and reducing any risks to children's safety and review risk assessments regularly.

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

- enhance children's physical development further by encouraging children to notice the changes in their bodies after exercise and reinforcing messages about making healthier choices.

Inspection judgements

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

Staff successfully identify children's starting points on entry; observation, assessment and planning are effective. Staff complete the two-year-old progress checks. Parents complete

'All about me' forms, which provide staff with important information about the child. As a result, staff have a good awareness of the children in their care. Staff talk to parents on a daily basis about children's achievements and regular parents' evening take place. This approach helps to ensure that parents are well aware of their children's progress and learning. They provide children with a stimulating and well-resourced environment that supports their all round development. Staff promote children's learning as they use a good range of teaching techniques, suited to children's abilities.

The nursery is part of a national literacy programme. Staff use a good range of techniques to support children's communication and language development. 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 telling them what they did at the weekend. Older children confidently talk about what they like to do at nursery. Some say that they like to play outside, while others say that they like to play on the 'pirate ship'. Staff use sign language and words to help children express their needs. For example, during snack time, staff use signs with words to help children make choices. Children either respond using their words or the appropriate 'sign' for milk or water. This system helps to promote children's communication and language skills further. It also enables children who are learning English as an additional language or children with special educational needs and/or disabilities, to feel included.

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. In addition, babies take great pleasure in making and creating different sounds with musical instruments and plastic bottles filled with different items. Children learn about weight and volume. For example, staff talk to children about jugs being heavy, full or empty as they play with the water. Consequently, 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 begin to learn about their own safety. For example, staff remind children not to put chairs in front of fire exits. They tell children that they would need to be able to get out quickly in an emergency. There is an effective key person system in place. Babies have formed secure relationships with their particular carers who are responsive to their emotional needs. As a result, they are able to explore their surroundings confidently. Staff respond appropriately to children's requests for hugs and affection and children all of ages are warmly greeted on arrival. Staff offer children lots of praise for their efforts and achievements. For example, when children help each other, staff reward them with positive comments. Children begin to develop an understanding of behaviour expectations as staff encourage children to share and take turns.

Staff promote children's health well as they encourage children to access the well resourced outdoor area on a daily basis. Children thoroughly enjoy moving freely between the indoors and outdoors. They take great delight in practising their balancing skills and

using the wheeled toys to navigate around the garden. Children begin to develop an understanding of the importance of food to their growth. However, staff sometimes miss opportunities to bring children's attention the benefits of exercise on their health and making healthy choices. Children enjoy meal times, which are a social time as they sit together with their friends and staff. Older children are encouraged to help set the tables for lunch and serve their own food. Staff are aware of children's dietary requirements. They work together with the on-site chef to ensure that children's individual health needs are met. In addition, the nursery holds a 'five gold stars' hygiene rating from their local authority Environmental Health and Trading Standards department.

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

The management team has a satisfactory understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage . The requirements of the Childcare Register are not met. This inspection was brought forward following a notification to Ofsted of an accident to a child in the nursery. The management team took appropriate action by notifying Ofsted of this accident. At the time of the accident adult to child ratios were met. Risk assessment is undertaken, as required. However, it was found that the procedures for identifying and minimising potential hazards to children are not followed sufficiently robustly by all staff. Consequently, children may come into contact with items that have the potential to cause them harm, such as tent poles in one outside area.

Staff demonstrate a clear understanding of child protection issues and the reporting procedures to follow. There are robust recruitment procedures in place, which help to ensure that adults caring for children are suitable to do so. There is appropriate emphasis on promoting staffs' continuous professional development. Staff attend training courses organised by the local authority and in-house training. In addition, staff are encouraged to improve their professional qualifications. This helps to ensure that staff continue to improve their skills, knowledge and practice.

The management team has a clear understanding of the learning and development requirements the Early Years Foundation Stage. They continue to monitor the effectiveness of the educational programmes as they review the nursery environment, equipment and practices. Consequently, children develop and progress well in all areas of learning. There are satisfactory processes to evaluate quality and identify improvement throughout the nursery. The management team has identified some areas that they would like to develop. For example, they are working on developing stronger links with fathers in the nursery. They aim to have regular 'stay and play' evenings for fathers and their children. They continue to work on improving their health and safety processes. However, there has not been enough focus on improving these procedures. Since the previous inspection, the management team and staff have addressed all recommendations made. These improvements have had a positive impact on children's learning and development.

There are good systems to promote partnership working with parents. Each child has their

own developmental record, which clearly shows how they are making progress. These are available to parents, who can review them when they wish. Staff talk to parents at the beginning and end of each session, in order to keep them informed of children's achievements. Parents are positive in their feedback about the nursery. The nursery has good links with other professionals involved in children's care, learning and development. The nursery works closely with the advisory team and special educational needs coordinator at their local authority. Teachers from some of the local schools are invited to the nursery to meet children moving on to school. In addition, staff prepare transfer reports. These help ease the move from nursery to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks.(compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks.(voluntary part of the Childcare Register)

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 action. 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	EY305975
Local authority	Westminster
Inspection number	907267
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	59
Number of children on roll	78
Name of provider	The London Early Years Foundation
Date of previous inspection	24/09/2010
Telephone number	020 7641 5835

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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, which are usually the childminder's 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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