

Active Learning West Hampstead Nursery

88 Compayne Gardens, LONDON, NW6 3RU

Inspection date	04/01/2013
Previous inspection date	19/05/2009

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

- Children develop a positive sense of themselves and form secure attachments with their key person and other children.
- Children are provided with interesting, challenging activities which enable them to learn through active play. They become familiar with their local environment as they enjoy walks in the area, play at the park and visit the local library.
- Practitioners manage children's behaviour sensitively and children learn to accept the needs of others. Calm staff provide a nurturing environment which has a positive effect on children's well-being.
- Partnership working with parents, schools and external professionals is good.

It is not yet outstanding because

- Children do not always have the best possible chances to exchange and share their own experiences and lives with each other.

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.

Inspection activities

- The inspector observed children at play in each of the rooms and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector spoke with some parents available on the day.
- The inspector held discussions with the manager and staff.
- The inspector looked at children's assessment records and a range of other relevant documentation.

Inspector

Susan Wake

Full Report

Information about the setting

Active Learning West Hampstead Nursery is run by the Active Learning Childcare Company. The nursery was registered in 2008. The nursery operates from the ground and lower ground floor of a purpose built premises, in West Hampstead, in the London Borough of Camden. Children have access to a number of rooms. Access to the nursery is via seven steps up to the door. There is a secure enclosed garden for outdoor play. The nursery is open each week day from 7.30am to 6.30pm for 51 weeks of the year. There are currently 206 children on roll who are in the early years age group. The nursery is in receipt of funding for early years education for children aged three and four. It supports children with special educational needs and/or disabilities and children who learn English as an additional language. It currently employs 60 members of staff, of these 46 hold appropriate early years qualifications. The nursery also employs a chef and two chef assistants.

What the setting needs to do to improve further

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

- extend the provision of activities and opportunities for children to share their experiences and knowledge, including from different parts of their lives, with each other.

Inspection judgements

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

Staff support children to make good progress in their learning and development. They understand the requirements of the revised Statutory Framework for the Early Years Foundation Stage and take into account children's starting points and capabilities, the length of time children have been at the nursery, and the frequency of attendance. Children in the baby room benefit from individualised support which enhances their learning. Activities, such as putting shapes into shape sorters, enable them to develop their initial understanding of shape, colour and positional language. Staff gently encourage them to find the correct shape and help them learn to share. Two and three year olds develop their physical skills and concentrate as they balance their bodies to walk across the beams outdoors. Inside, they extend this activity by setting up wooden blocks in a line to persevere at mastering their new found skill. Children in the toddler room explore bottles filled with different fluids and colours with good staff support. Such activities demonstrate that children are active, motivated learners who respond well to the support and interaction they receive from staff.

Staff have a good knowledge and understanding of how to promote children's learning and development. Each child has a 'key person' who takes particular care of them. When a child is ready to move to another room, the key person helps to achieve a smooth transfer. Children's learning is built on as they progress through the nursery to ensure consistency. For example, babies learn to handle books and press buttons on books in preparation for reading and storytelling activities when they reach the toddler room. Staff sensitively support these very young children's learning. For example, a member of staff in the baby room shows an excellent ability to offer children security and confidence. She arms them with early learning skills as she encourages them to take their first steps, to develop their early attempts at speech and to laugh and have fun as they play and learn.

Staff help children make effective progress by using information gathered on entry to provide them with an accurate assessment of children's development to date. They carry out regular observations of children's progress and use these to set their next steps. These inform planning well. A focussed activity is planned within each room each week. This enables staff to observe their key children as they work in smaller groups during this activity.

Each child with special educational needs and/or disabilities is supported to make good progress in their learning and development. Staff make sensitive, observational assessments of children and liaise effectively with parents and other professionals to arrange appropriate support and interventions. Children learning English as an additional language are encouraged to learn as staff use words in both English and the children's home language. They feel valued as their home language and cultures are respected and celebrated by the nursery.

Learning opportunities are adapted well to ensure they accommodate children's needs according to their age and stages of development. Planning covers all areas of learning, focusing on the more important areas for younger children. Other areas are gradually introduced to reinforce and extend children's learning as they develop. Babies learn to communicate as they practise their emerging language skills with enthusiastic, caring staff and enjoy listening to nursery rhymes.. Toddlers enjoy action songs, such as 'Ten little teddy bears' and exploring materials, such as sparkly play-dough. They are supported by staff who name colours for them while they enjoy making marks.

Pre-school children enjoy creating their own works of art, choosing materials linked with a current popular artist. They develop new vocabulary as they learn words such 'installation' and 'vision'. Children use a computer and printer to display their work. They engage in imaginary play as they stack wooden blocks to make beds. A staff member challenges them to select correctly shaped blocks, and to count the number they need. This helps children to develop problem solving skills.

The nursery has worked hard to develop children's choice across both the indoor and outdoor areas. Children develop their understanding of the world as they use boxes to plant in outside. Not everything possible is done to encourage children to have discussions about their personal experiences, so they can learn as much as possible about each other, how families differ and the wider world. Staff actively encourage parental involvement in

children's learning. A website and regular newsletter keeps parents informed. Staff discuss each child's individual with parents and the nursery ask for information about what a child does at home. Staff also suggest some ideas for home-based learning. Formal meetings and informal evenings each year encourage parents to meet and speak to their child's key person. They are also offered individual consultations to speak with a nursery manager and key person about their child's progress and development. Overall, children gain useful skills, attitudes and dispositions that will help them in their future lives.

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

The key person system supports children well; they develop warm, secure attachments which promote their confidence and happiness. For example, a child wakes from a sleep, distressed but is comforted and cuddled, spoken to gently and reassured. Staff distract children quickly with activities and so they soon are cheerful and engaged. For example, in watching and playing with bubbles.

Staff are good role models to the children. They provide clear guidance for children to help them behave well. They speak quietly to children when they display challenging behaviour. Children are encouraged to say 'sorry' and good relationships are established between them. Staff skilfully intervene to give children strategies to manage future disagreements in a positive way. They are encouraged to understand 'We are all friends here'.

Children listen carefully to explanations which ensure their safety in the nursery and help develop their awareness. For example, children are encouraged to tidy the wooden blocks away after playing with them so that no-one trips and hurts themselves. Children are well prepared for the next stage in their learning as the nursery liaises closely with local schools and early years settings. The four-week rotated menu at the nursery offers a wide choice of organic food and reflects cultural tastes and needs.

Younger children's nappy change routines are sensitively managed and a good standard of hygiene is observed. For example, a staff member chats to a baby during nappy changing, describing the mobile above and making it jangle. Older children are supported during potty training and the nursery work in partnership with parents to achieve a successful outcome.

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

Both the manager and deputy have a secure knowledge and understanding of how young children learn and offer a good quality of care, learning and development. Children enjoy a broad range of activities which support their progress through the seven areas of learning. Planning and assessment are monitored regularly to ensure practice is consistent. Staff make precise observations and assessments of children and accurately understand where children are in their learning. Children in need of additional input or support are identified

and partnership working ensures that appropriate interventions enable them to make good progress.

The procedures in place to safeguard children are effective. Staff regularly update their safeguarding training and training for other core aspects of the welfare requirements, for example, first aid. Staff know the procedure to follow should they have any concerns about a child in their care. A copy of the policy folder is available for parents in the reception area and for staff as a reminder. Each staff member has a full induction programme so they understand their roles and responsibilities well. The management makes sure that staff are deployed effectively in order to keep children safe. All staff are suitable to work with children due to the robust recruitment and vetting procedures.

Through a continuous cycle of training for the team, practice remains current, policies and procedures are revisited and amended and children remain safe. There are effective staff supervision systems in place and staff have continuous professional development opportunities. This helps the manager ensure that the nursery is run smoothly alongside agreed priorities. For example, books have been purchased and a national monitoring tool is used to enable early identification for children who may have communication difficulties. There are effective and inclusive systems to monitor the effectiveness of the nursery and identify areas for further development.

The nursery works effectively in partnership with local schools and early years settings in the area. They welcome visits from school reception teachers and share summary assessments with them. They also liaise with other early years settings children attend, or move on to, in a similar way thus promoting smooth transfers for the children in their care when they leave the nursery.

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	EY360658
Local authority	Camden
Inspection number	896675
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	144
Number of children on roll	206
Name of provider	Active Learning Childcare Ltd
Date of previous inspection	19/05/2009
Telephone number	0203 031 9097

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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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