

Battersea Day Nursery

18 Latchmere Road, Battersea, London, SW11 2DX

Inspection date	02/04/2013
Previous inspection date	25/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 enjoy activities that are fun and challenging and assist them in making good progress in their learning and development.
- Staff are kind caring and attentive to the children and develop good relationships with them which helps develop children's confidence and self-esteem.
- The environment is safe and secure with a good varied range of resources available for children to play and learn with.
- Effective partnerships with parents mean parents feel fully included in their children's learning and development.

It is not yet outstanding because

- There are occasions during the day when staff deployment is not fully effective, during some daily routines, some children become distracted or upset.
- Younger children are not able to explore and investigate as well in the outdoor area as they can indoors, due to fewer resources being available.

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 conducted observations of children in the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector talked to the manager and staff about the running of the setting roles and responsibilities.
- The inspector took into account the views of the parents.
- The inspector completed a joint observation with the manager.

Inspector

Julie Biddle

Full Report

Information about the setting

Battersea Day Nursery registered in June 2004, it is one of the nurseries operated by the Asquith childcare chain. The nursery operates from five rooms in a converted building in the London Borough of Wandsworth. The nursery opens each weekday from 7.30am until 6.30pm and is open 51 weeks of the year. All children share access to an enclosed outdoor play area. Currently there are 72 children in the early years age range on roll. The nursery supports children with learning difficulties and/or disabilities and children who learning English as an additional language. There are 18 staff working with the children, of these three have the Early Years Professional Status qualifications and 12 hold relevant childcare qualifications to at least level 2. The nursery is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The setting is in receipt of funding for the provision of free early education for children aged two, three and four.

What the setting needs to do to improve further

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

- review staff deployment to ensure children are supported effectively at all times
- extend the range of resources available to younger children in the outdoor area that encourage them to explore and investigate.

Inspection judgements

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

Staff have created an environment that is safe, secure and fun for the children. They are caring and enthusiastic and use good teaching techniques. These have a positive impact on children's learning and development, and means that all children make good progress. The learning environments offer a wide range of materials and resources that add challenge and fun to children's experiences. Attentive staff support and enhance children's learning, providing individual attention. In general, staff are successfully deployed, working well together to be available to join in children's play. However, there are occasions during the day when some staff do not fully engage with the children or deploy themselves effectively. For example, when helping children prepare to go into the garden, at these times there are insufficient staff to support children's individual care needs and

check the safety of the garden. Therefore, some children became bored and take off coats and others become upset as their friends are crying.

Staff talk to children clearly, giving them time to think before they answer questions. They extend children's vocabularies by encouraging the children to describe what they are doing. For example, children building a train track tell the staff how to move the bridge piece so the train can fit under. Children confidently talk to each other during their play describing how to answer the questions on the interactive board. Children are prepared for their next stage of learning within the setting and when they leave for 'big school'. Children have good opportunities to learn about sounds and rhymes through singing songs together. They join in enthusiastically with songs and actions and babies are comforted by staff singing soothing familiar songs to them.

Staff plan a good range of activities that challenge and excite children. Observation and assessment is effective and links to planning, which is flexible and linked to children's interests. For example, an interest in cows led to discussion and creative work about farms, milk and the letter C. Staff share information about children's progress with parents. Staff establish what children can do when they first start by talking with parents, and asking them to complete detailed paper work. This information helps staff to establish a caring familiar routine for the children. Staff offer good levels of caring and thoughtful attention to children who are settling in the setting. For example, they use observations of the new children to plan familiar activities that help them settle. This effectively supports children to feel safe and secure. Staff record children's achievements frequently, often through photographs, using informative learning journals that are readily available to both children and parents. Staff understand their role in completing the assessment of progress for two-year-olds. There are good opportunities for children to develop their early mathematical development through activities and during daily routines. For example, children learn to recognise numbers as they play in the outdoor area. They confidently discuss how many seats are on the bikes and how many friends can join them as they cycle.

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

The children receive good levels of encouragement that support their confidence and self-esteem. Staff act as positive role models and they manage children's behaviour in a calm and sensitive manner. Children's independence skills are generally well supported as the environment is well organised. Meal times are a social occasion where children and staff talk about their activities and the food they are eating. Children demonstrate how 'grown up' they are as they help to lay the table and serve their own food. Colour coded mats support staff to make certain the dietary needs of all children are known and respected. Staff sit with the children encouraging them to eat and enjoy their food.

Children develop an understanding of the importance of physical play as they explore the outdoor area they ride bikes, balance on logs and dig in the sand. Children enjoy their

time in the garden and there are bicycles and tricycles for them to use. However, for younger children there are limited resources available that encourage them to explore and investigate the outside area as well as they can the inside one. The management are aware that some areas are not fully developed and some areas are not used. Staff encourage children to think about the most suitable clothes to wear before they go outside. Children excitedly discuss their hats and how they keep their ears warm. The key person system successfully supports children to feel safe and secure. Children have formed positive relationships with the staff who are kind caring and responsive to their needs. Children's care routines are respected and followed by staff. Children are encouraged to be kind to each other and to care for their friends. For example, older children are encouraged to take care of the younger children.

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

Partnerships with parents are successful. Parents are pleased with the care their children receive and the information given to them by staff. An active screen in reception area provides information for parents. In addition there are newsletters, questionnaires and electronic communications provided to parents to keep them fully informed about what is happening in the nursery. Staff provide parents with detailed observations and assessment to show them the progress their children have made. The setting has developed successful partnerships with other professionals who support the children. They also work closely with local schools and the local authority. This means the needs of all the children are known and met.

Children in the setting are safe and protected. Staff are familiar with the safeguarding policy and the correct procedures to follow, should they have any concerns. The staff monitor visitors to the setting, who are required to sign in and out of the building and each room. Management are aware of their responsibilities with regards to the Early Years Foundation Stage framework, including the need to notify Ofsted of any relevant changes to the nursery. There are appropriate policies and procedures in place to help keep children safe and secure as they play. Policies and procedures are regularly reviewed, updated and shared with parents, including policies relating to complaints and behaviour management. This means that parents gain an understanding of the role the nursery plays in safeguarding their children and supporting them to express concerns. Children are cared for in a safe and secure environment and are learning the importance of how to keep themselves and others safe. For example, children learn the procedures to follow in the event of an emergency, as evacuation drills take place frequently. Children are beginning to understand why it is important to walk in the setting and to take care around each other.

The manager and staff are continually looking for ways to improve the quality of the setting. Therefore, they are able to raise standards in order to benefit the children's care, learning and development. A focussed improvement plan supports the manager and staff

to address and make any improvements. The feedback from parental questionnaires and the views of children are included in this system. Staff are encouraged to attend training to support them in their work. This enables them to extend their knowledge and understanding and further enhance outcomes for children. The manager works directly with the children and is a good role model for both children and staff. Staff use observations of children to inspire planning systems, meaning the children are at the centre of their thoughts as they plan.

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 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	EY288475
Local authority	Wandsworth
Inspection number	908363
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	79
Number of children on roll	72
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	25/03/2009
Telephone number	0207 228 7008

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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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