

# Active Learning Fulham Nursery

Grove House, Bagleys Lane, LONDON, SW6 2QB

<b>Inspection date</b>	17/04/2013
Previous inspection date	22/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 confident and happy because they are cared for by caring and supportive staff.
- Children fully engage in a wide range of activities which capture their interest and support their learning and development in all areas.
- Children's needs are met effectively as staff communicate well with parents.
- Children benefit from the well resourced environment inside and outdoors enabling them to make their own choices.

### It is not yet outstanding because

- Occasionally staff miss opportunities to develop children's vocabulary during creative and messy play activities
- There are limited images of children's family to help children maintain a sense of identity

## 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

- Two inspectors carried out this inspection
- Both inspectors observed children engaging in activities within the nursery
- The views of parents were taken into account during the inspection
- Inspectors viewed documentation, including children's assessment and planning.
- The lead inspector met with the management team and reviewed information, including, suitability of staff, safeguarding and self-evaluation.

## Inspector

Deborah Jane Orchard

## Full Report

### Information about the setting

Active Learning Fulham Nursery has been registered since 2008. It is one of eight nurseries run by Active Learning Childcare (Guernsey) Ltd, owned by a team of childcare professionals. The nursery operates from a three storey building in Fulham in the London borough of Hammersmith and Fulham. Children have use of seven base rooms. In addition, children have use of three specialist-teaching studios, arts, performing arts and Science and ICT. In addition to free choice play, children take part in focused activities led by specialist teachers. The nursery operates each weekday from 7:30am until 6:30pm and is open 51 weeks of the year. All children have access to a large enclosed outdoor play area. There are currently 80 children on roll, who are within the early year's age group. The nursery supports children who speak English as an additional language. The nursery provides funded early education for children aged three and four years.

The nursery employs 16 members of staff. Of these, 14, including the regional principal manager hold appropriate early years qualifications. One member of staff holds Qualified Teaching Status and two are qualified to level seven. In addition, two members of staff are currently working towards an early year's qualification. The nursery employs a cook and kitchen assistant. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

### What the setting needs to do to improve further

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

- introduce vocabulary to enable children to talk about their observations and experiences to improve their language skills further
- provide opportunities for children to see images of their family to support their personal, social and emotional development

### Inspection judgements

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

Staff have a clear understanding of the Early Years Foundation Stage framework and how children learn, resulting in children being able to make good progress in their learning and development. Children have lots of opportunity to initiate their own play ideas as well as taking part in a wide range of planned activities, including specialist sessions in arts, sports and music.

Staff effectively plan for children's individual needs and interests, providing a rich and stimulating curriculum for all the children attending. Systems used for observing and assessing children are robust. The key person gathers information from parents regarding children's starting points and uses this and on going observations to tailor activities to meet each child's needs. Children's records are supported by photos of the children engaging in activities and include identified next steps for each child. This information is shared with parents, enabling them to contribute ideas and be involved in their child's learning. Staff carry out progress checks for children aged two years and next steps in children's learning are agreed with the parents. Children are well prepared for moving on to school.

Children are confident and inquisitive learners, fully engaging in the range of activities on offer. They are confident in speaking to adults. For example, they discuss how they are going to make model rockets out of plastic bottles and talk about their volcano model. Children are encouraged to think when staff use open questions. On occasions there are missed opportunities to extend children's vocabulary, such as discussing what they see and feel while exploring media and materials. Babies enjoy verbalising as they babble and imitate sounds during rhyme sessions. Children and families who speak English as an additional language are well supported. The nursery makes good use of the skills of adults who are multilingual and obtain key words in home languages to support communication.

Staff provide good opportunities for children to be creative, exploring a wide range of natural materials, including dough, clay and sand. They create their own images using feathers, lollipop sticks and straws. Babies experience different textures, such as jelly and cornflour. They develop their small muscle movements as they hold chunky crayons and grasp spoons as they begin to self-feed. Staff provide baby massage sessions which teaches babies to relax and to stretch their large muscles. They develop their skills in walking as they use push along toys and stretch to grasp their chosen objects. Children fully engage in the fun and stimulating music sessions. They squeal with laughter, pretending to be various animals and insects. Children demonstrate good concentration skills, carefully listening to the music and instructions so they know what to do next. Staff help children develop good skills for the future as they support children to learn how to use computers and to enjoy books.

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

Children have good relationships with the staff, resulting in them feeling secure and happy in the nursery. Staff provide children with opportunities to explore and try new experiences while always being nearby to offer comfort and support. Children play in a well-resourced and welcoming environment. Children choose their own resources and develop good independence as a result. Resources are of a high quality and kept clean and in good repair. Babies feel secure as they receive lots of cuddles and warm interaction from attentive staff who recognise when they are tired or hungry. Children receive good support when they move between rooms within the nursery; their key person helps to settle them and shares information with staff in the next room, helping children to settle

with ease. Although, images of their families are not on display to enhance their sense of identity during times of change.

Children health is promoted well as they play in a clean environment. Hygienic nappy changing procedures and records of when babies are checked help to make sure babies, and young children stay dry and comfortable throughout the day. Children enjoy healthy foods, cooked on the premises, which are prepared to meet individual dietary needs. A traffic light system with the children's individual placemats allows staff to identify allergies and dietary needs. Children of all ages enjoy sociable meals together. Children sit with their key person and have the opportunity to self-serve and pour their own drinks. The children thoroughly enjoy fresh air and exercise as they play in the garden area, enjoy watering plants and have fun in their mud kitchen.

Children show good awareness of their own safety and learn to manage risk. For example, when using scissors staff remind children to get bigger pieces of paper so they will not hurt their fingers. Children understand why it might be dangerous to run in case they fall and hurt themselves. Children behave well, are positive role models, treating each other and adults with respect. Children receive lots of praise and encouragement, which develops their self-esteem. They learn how to be kind, share and take turns through gentle reminders from the staff.

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

Staff have a clear understanding of safeguarding procedures. They are fully aware of whom to inform if they have any concerns. All staff participate in safeguarding training and regular discussions during staff meetings. All staff are suitability vetted and good systems are in place for recruitment. Children are able to play in a secure environment as the staff are vigilant in supervising children and carry out regular checks to identify and minimise any potential hazards.

The management team and staff work effectively together, which results in them being able to provide a welcoming and friendly environment for children, parents and visitors. The effective team fully understand their responsibilities enabling them to provide effectively for children's learning and development requirements. The management team provides a clear induction programme and on going training, supervision and support. This enables staff to continue to meet children's needs and support their development.

There are good systems in place for self-evaluation of the nursery. The management team regularly seeks the views of parents and staff to support them in continually enhancing the service. The written self-evaluation demonstrates their good understanding of strengths and areas for development. There is a strong focus on continuous improvement with management and staff working together to review the quality of the provision. For example, enhancing planning and support for families who speak English as an additional language. In addition, all recommendations raised at the last inspection have been addressed, demonstrating their capacity to drive improvement.

The nursery team has positive relationships with parents. There is a wide range of supportive information readily available for parents, including policies and procedures and information regarding the educational curriculum. Regular email newsletters and written and verbal communication keep parents well informed of their children's progress and experiences within the nursery. In addition, parents' evenings provide opportunities to share and discuss children's development. An open door policy and social events encourage parents to share in nursery life. Verbal feedback from parents during the inspection indicates they are very happy with the service they receive. On line parent surveys show a high level of satisfaction with the service. Strong partnerships with external agencies help to ensure good continuity of care. The nursery has effectively established links with local schools, which helps support children's transitions when they move on.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY353030
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	908661
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	99
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Active Learning Childcare (Guernsey) Ltd
<b>Date of previous inspection</b>	22/04/2009
<b>Telephone number</b>	02030319095

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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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