

West Hampstead Day Nursery

11 Woodchurch Road, West Hampstead, London, NW6 3PL

Inspection date	04/06/2013
Previous inspection date	18/01/2010

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 have formed good relationships with their key persons and adults caring for them. This means that children settle well and are happy.
- The educational programmes offer children many good learning opportunities to promote their all round development. Consequently, children make good progress in their learning, in relation to their starting points.
- Children are able to explore and investigate in a safe and secure environment. The managers and staff implement robust procedures, which help to safeguard children.

It is not yet outstanding because

- At times, staff do not fully engage with older children to teach them about the consequences of their actions on others.

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, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with parents and staff within the nursery and held discussions with the managers.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Vicky Vasiliadis

Full Report

Information about the setting

West Hampstead Day Nursery registered in 2004. It is one of 81 nurseries run by Asquith Court Nurseries Limited. The nursery operates from a four-storey house and consists of three group rooms and a separate pre-school room. All children have access to a secure outdoor area for play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 74 children on roll in the early years age range. The nursery opens each weekday from 7.30am to 6.30pm, 51 weeks of the year. Full and part-time sessions are available.

The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children who speak English as an additional language.

The nursery employs 35 members of staff, including the manager. Of these, 33 staff have appropriate childcare qualifications. Two members of staff hold qualified teacher status and two hold degrees in early years. There are two staff currently working towards an early years qualification.

What the setting needs to do to improve further

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

- enhance further children's understanding of behaviour expectations by engaging them in conversations about the consequences of their behaviour and actions on others.

Inspection judgements

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

Children make good progress in their learning and development, in relation to their starting points. The systems for observation and assessment, including the two-year-old progress check are robust. Staff work well with parents to obtain information about children's starting points for learning and development. They use this information effectively to plan for the individual needs of the children. Therefore, children are able to access a good range of resources throughout the nursery, including the very well resourced outdoor area. Children have great fun as they explore the different materials. For example, children enjoy placing the different materials over their heads and enjoy

crawling under the parachutes. Staff work well with parents to ensure that they are able to support children's learning at home. For example, there is a lending library available, which parents can access for older children, to encourage reading at home. Parents are also able to read their children's progress records as they wish. There are regular meetings held where the key person shares information with parents about children's progress. Consequently, parents have many good opportunities to become involved in their children's continuous learning.

Staff adopt good teaching techniques to promote children's learning and development. They pose open-ended questions to children to encourage them to think for themselves and to explore their own ideas. Staff engage well with the children and encourage children's language skills, both in English and their home languages. Staff provide a running commentary during babies' play and talk to them during routines such as feeding. Babies take great delight in babbling to their carers and excitedly respond to adults who talk to them. Babies enjoy joining in with rhymes and eagerly move their bodies and clap their hands in response to the different actions. Many of the older children are confident talkers and are able to express their thoughts and views. For example, children say that they enjoy playing with the bicycles in the garden and the new garden. This helps to foster children's communication and language development.

Staff help children to feel included and valued and promote their self-esteem. For example, there are many photographs of the children put on display throughout the nursery and garden, which the children can look at. There are also visual images and posters around the nursery that represent different written languages. This helps to support children's personal, social and emotional development. Toddlers have lots of fun as they play with the water and sand. They explore the different objects such as ducks, and watch as the sand trickles through the funnel and wheel. Staff are well placed at activities to help ensure that children's learning is extended. For example, older children show an interest in the play dough. Staff use this as an opportunity to draw children's attention to the marks and shapes they make with the tools. Children of all ages enjoy exploring and creating as they begin to make marks and write using paints, pencils, crayons, and pens. Staff take advantage of impromptu events such as crayons melting in the sun as a learning opportunity. They talk to the children about what has happened and bring children's attention to the changes to the crayons after they melt. Consequently, children acquire the skills needed to be ready for the next stage in their learning.

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

Children develop a good range of skills to prepare them well for their future learning. Children have many good opportunities to develop their independence skills. They enjoy moving between the indoors and outdoors and many of the resources are stored at low-level. This helps children to make choices and lead their own play. Children have formed close relationships with their key person. This helps to ensure that children feel secure in the nursery and enjoy trusting relationships with kind and caring staff. Babies feel safe and secure as staff are responsive to their needs. For example, babies nestle into their carers as they have their bottles of milk. This helps babies to feel secure, comfortable and

safe. Babies develop confidence in exploring their surroundings and enjoy finding out what they can do, as the environment is safe.

Children behave well in relation to their levels of understanding and ages. Staff remind children to share and take turns and to be kind to their friends. Children receive lots of praise and encouragement for their efforts and achievements, which promotes their self-esteem and confidence. Children are beginning to understand behaviour expectations. However, some staff miss opportunities to extend older children's understanding of expectations, as they don't always provide clear explanations for unwanted behaviour. Children begin to learn about their own safety. For example, staff carry out regular fire drills with children, so that they learn what to do in an emergency. In addition, incidental conversations take place with the children throughout the day to support children's understanding of how to stay safe. For example, staff remind children to be careful not to drive into their friends when using the bicycles in the garden. Children make good use of the well-resourced environment which supports their all round development.

Children develop their physical skills well and they receive good levels of support to promote their understanding of healthy lifestyles. The recently redeveloped outdoor area provides children with many good opportunities to challenge their physical skills. For example, children take great delight in riding their wheeled vehicles around the garden. They also enjoy climbing up the steps of the climbing equipment and then sliding down the slide. The outdoor area is well organised and allows babies and younger children to move, stretch and explore in safety. Staff work well with parents to find out children's dietary requirements and/or allergies. An on-site cook freshly prepares meals for the children, who enjoy meals such as couscous with chicken and vegetables. In addition, each of the children has their own colour-coded placemat with their photograph and dietary requirements recorded. This helps to promote children's health and well-being.

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

The management team and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. There are effective recruitment procedures, which helps to ensure that adults caring for children are suitable to do so. Staff are clear about the procedures to follow if they have safeguarding concerns to safeguard children's welfare. There are effective risk assessment processes in place, and staff take appropriate action to minimise hazards to children. All staff are subject to an induction process. They are expected to familiarise themselves with policies, including health and safety and safeguarding procedures. New staff receive support from their buddy within the room and additional support is offered via the management team. This helps to ensure that staff receive appropriate levels of support and that they are clear about their roles and responsibilities. Staff have regular appraisals, which identify strengths and weakness and training needs. The management team recognises the importance of ongoing professional development. Staff are encouraged to attend regular training to further develop their knowledge and skills. Consequently, this helps to promote children's learning, safety and welfare.

The management team has a good understanding of the learning and development requirements of the Early Years Foundation Stage framework. They have a good overview of the quality of the educational programme, as there are many systems in place to review its effectiveness. The nursery is soon to pilot a tracking system to identify if they are narrowing the gaps in achievement for all children. The management team work with their local authority advisors and take on board any recommendations they suggest. Consequently, the educational programmes provides children with a broad range of learning experiences to promote their skills, abilities and progress.

Staff successfully support children learning English as an additional language. Many of the staff are bilingual and are able to communicate with children in their home languages as well as English. This helps children and parents to feel included and valued. The manager is extremely enthusiastic and demonstrates a clear commitment to improving all aspects of the nursery. The management group along with staff have identified priorities for improvement based on their review of the educational programmes and feedback from children and parents. For example, they continue to review their systems for observation, planning and assessment. The managers and staff have effectively met the recommendations from the previous inspection. This has resulted in continued improvements to children's learning, development, and partnership working.

The managers and staff have effective systems to promote partnership working with parents and others. All parents have opportunities to meet with staff on a regular basis to discuss their children's achievements and progress. Staff share information with parents and carers verbally at drop off and collection times. In addition, there are very informative prospectuses and parents' handbooks. These provide information about the educational programmes, including how children learn through play. Photographs of children at play represent the different areas of learning to further support parents' understanding. Parents and carers are mainly positive in their feedback about the nursery. The staff help to prepare children for the move to school through the good range of activities they provide. Staff talk to children about what happens at school and read stories to them. In addition, staff complete written reports when the children leave their care. This helps to ensure that children are ready for the move 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
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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	EY286473
Local authority	Camden
Inspection number	893103
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	74
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	18/01/2010
Telephone number	020 7328 7588

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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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