

London School of Economics Day Nursery

8A, Wild Street, LONDON, WC2B 5TB

Inspection date	23/07/2013
Previous inspection date	04/01/2012

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		3
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

- Children learning to speak English, develop a growing confidence in communicating in English.
- Children are learning to communicate by using sign language. This helps them to understand that there are different methods to communicate with others.
- Babies are learning to use their senses to explore water during water play.
- The setting has strengthened the partnership with parents and this has contributed to the consistency of care and learning for children.

It is not yet good because

- Children, particularly the youngest children, do not have regular, daily opportunities to access outdoor activities.
- Young children are not allowed to pour their own drinks at snack times in order to help further develop their personal independence skills.
- Children do not have sufficient dual language books that reflect their first language and to help them become aware of other languages and different scripts.
- Staff do not sufficiently help children to recognise patterns in pictures and in their work.

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 had discussions with the manager.
- The inspector observed the children during play and the staff's interaction with the children.
The inspector sampled a variety of documents, which included safeguarding policies, children's assessment reports and some other records that the setting is required to keep.
- The inspector interviewed some parents.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The London School of Economics Day Nursery is managed by the London School of Economics & Political Science. It opened in 2006 and operates from a basement purpose-built section of the college in central London within the City of Westminster, primarily serving students and employees. Access to the nursery is via stairs and a lift. Children have access to four rooms. The nursery is open each weekday from 8.45am to 6.15pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. There are currently 43 children aged from three months to four years on roll. Children come from the local and wider community. The nursery provides free early education for three and four year olds. The nursery supports children who speak English as an additional language.

The nursery employs 11 permanent staff. All staff hold relevant child care qualifications. Two members of staff hold a foundation degree in early years and the manager holds a masters degree in early years education. The setting also employ bank staff, all of whom hold relevant qualifications.

What the setting needs to do to improve further

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

- allow children the opportunity to pour their own drinks at meals times in order to further develop their self-help skills
- encourage children to notice patterns in their creative activities and patterns they make with play equipment for example patterns with building bricks or that emerge during creative activities
- provide dual language books that reflect the languages spoken by the children and their community. Use these books to raise children's awareness of different languages and scripts.
- further develop opportunities for outdoor play, especially for the youngest children, to enable them to experience fresh air and outdoor activities on a daily basis.

Inspection judgements

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

Staff create opportunities that enable babies and young children to play alongside each other. This helps babies and young children to develop an awareness of other children in the group. Staff provide babies with appropriate support to help them explore water and to also explore resources in water play. For example, babies move their hands in the water. Some babies enjoy splashing the water and closely observe the toy ducks bouncing along the surface of the water. Babies squeal with delight as staff put the light off in the room and the low lighting illuminates the colour of the ducks. Staff place family photograph boards at babies and young children's level. Babies and young children gain comfort from seeing images of their families. Young children are beginning to point to their family photographs in recognition of the important people in their lives. Babies use signs and gestures when communicating their wants and needs. They point their hands in the direction of their beakers when they want to drink water.

Young children are able to make themselves understood through language and actions. Staff provide a range of activities to help children who are learning to speak English. For example, staff label objects, repeat words and teach children simple rhymes. Staff also help children learning to speak English to communicate by using hand gestures. Children develop their fine hand movements as they begin to hold scissors and try to cut paper magazines for collage making. They also develop their hand and eye coordination when using a glue spreader to apply glue on the paper. However, staff do not draw children's attention to the patterns they make as they use the glue spreader to twirl drops of glue on the paper or when cutting zig zag patterns with jagged edged child size scissors. Consequently, children are not sufficiently supported to recognise that they are creating mathematical patterns. Children are developing an ability to make choices about what they want to play with. For example, young children are beginning to show interest in pop up toys as they regularly select those toys from the range of play equipment that are set out for them to play each day. Staff value children's choices as they provide them with pop up books and activity sets to help them begin to investigate what happens when they press buttons or turn knobs.

Staff support young children in learning to share and take turns when playing ball games, such as, passing the ball to each other. Children in the pre-school room take turns to become helper for the day. For example, they go to the kitchen to collect the fresh fruits from the cook for snack time and enjoy helping to set up the table for lunch. They serve themselves at lunch time and this enables them to choose what they would like to eat and how much they want to eat. Young children use step ups to reach the hand wash basin and potties to develop their toileting independence. However, staff do not prompt more able young children to pour their own milk drinks at snack times. This means that children's personal independence is not fully encouraged. Older children are able to talk in a group situation. They confidently share their own experiences with others during group sessions. Children are learning to communicate using sign language. This means that children are learning to understand that there are different ways to communicate. Children become aware that print carries meaning as they see labels on all wall display, toys boxes,

posters and information displayed in the hallway. This supports children's early literacy skills. However, children have few books that represent their first language. Also they do not see the range of languages or scripts in books that are spoken within their community to increase their understanding of diversity.

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

Children are happy to attend the setting and many of them are well settled. The key person system enables staff and children to build trusting relationships with each other. Children who attend on flexible arrangements are beginning to form a healthy dependence on their key persons as their care needs are known and met. This is because the key person liaises with parents and gathers information about children's daily routine so that it can be followed in the setting. For example, staff follow babies' individual routines for milk feeds and sleeping. This contributes to continuity of care for children and helps to promote their emotional well-being. Children's behaviour is generally good. Staff appropriately manage children's behaviour through distraction and simple explanation that helps children understand why certain behaviour is not acceptable. Staff help children learn to keep themselves safe through gentle reminders. For example, at lunch time the staff remind children that the food might be hot and that they must blow on the food to cool the food down before eating it. Children also learn the importance of emergency evacuation as they take part in fire drills that help them to become familiar with the procedures to follow in the event of a fire.

Staff's daily routines enable children to play in a clean environment where they learn the importance of good personal hygiene. Children enjoy opportunities to take part in physical activities indoors as they have use of the lean to extension, which is set up for physical play each day. The children generally go outdoors to play at least twice a week. However, the youngest children have fewer opportunities to go out and experience activities in the fresh air.

Staff are aware of children's individual needs and respect their differences. For example, the manager monitors the menu to provide a variety of food and caters for children's tastes and their dietary requirements. This includes preparing pureed foods for babies that are being weaned on to solid food. They also provide a vegetarian option for children who are not allowed to eat meat for medical, cultural and religious purposes. Children enjoy eating barbecue chicken, vegetable nuggets, jollof rice and salad. Children can help themselves to drinks of water indoors. Staff encourage babies to drink fresh drinking water at meal times and in between meals.

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

The manager and staff have a sound understanding of procedures that are necessary to safeguard children's welfare. For example, staff know the setting's safeguarding policies and they also know how to proceed if they have concerns about a child. The manager and

staff have recently undertaken safeguarding and child protection training. They demonstrate an understanding of the steps to take if an allegation is made against a member of staff. This helps to ensure that safeguarding procedures are implemented appropriately in the setting. The management team have suitable recruitment procedures in place so that permanent and bank staff appointed to work with children are suitable to do so. Additionally, staff waiting for their clearances are closely monitored. All documentation required for the safe management of the children, which includes parental permission for children to take part in outings, is appropriately maintained.

Staff have opportunities for professional development through supervision sessions. They are also kept up to date with changes in childcare practices by attending regular staff meetings with the manager and the management team. This helps support the children's care and learning. All staff have current paediatric first aid certificates and have attended food and hygiene training. This means that children can be treated appropriately if they sustain an injury. Staff follow daily routines that help to reduce the risk of passing any germs between the children. In addition to this, children who are infectious do not attend the setting, therefore minimising the spread of infectious illnesses. Staff follow the procedures for outings, which include a list of essential equipment when taking children out on trips. This includes a fully stocked first aid box, visibility jackets and mobile phone for use in the event of an emergency. However, fresh drinking water for children is not included as an essential item.

The manager and staff have addressed the recommendations raised at the last inspection. This has resulted in children making sound progress in their learning and development. Staff are using their knowledge of the children and observation notes to plan suitable activities for children's individual needs. Staff have strengthened their partnership with parents by suggesting activities to parents that they can do at home and encourage parents contribution to their child's assessment and cultural activities. The manager has a sound understanding of the setting's strengths and weaknesses. The setting uses various communication systems that enable parents to be kept well informed about their child's daily care routine. This includes meals that they have eaten and the activities available to children each day. Parents are encouraged to attend user group meetings where they can to discuss any issues regarding the wellbeing of their children.

Parents comment favourably about the care and learning their children receive. Parents say that the staff are friendly, polite and keep them well informed about their children and the provision. The parents say that they like the freshly cooked meals that are on offer to their children. Parents also say that they acknowledge that it is not possible to make changes to the setting's physical environment. However, they feel it is important for their children to have opportunities for regular fresh air. The manager demonstrates an understanding of the need to develop partnerships with external agencies and local schools to support the care and learning needs of the children. The manager is able to demonstrate a capacity to make improvements to the outcomes for children through the setting's self evaluation process.

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	EY337931
Local authority	Westminster
Inspection number	923196
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	63
Number of children on roll	43
Name of provider	The London School of Economics & Political Science
Date of previous inspection	04/01/2012
Telephone number	0207 1075966

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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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