

Looking Glass Day Nursery

75, MacMillan Way, Tooting Bec, London, SW17 6AT

Inspection date	18/04/2013
Previous inspection date	25/09/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Some staff do not demonstrate a clear understanding of how to support children's learning and development. As a result, the delivery of the education programme and the quality of teaching is inconsistent.
- Some staff lack motivation and enthusiasm. This means that not all children are provided with activities and learning opportunities that are interesting or provide adequate challenge.
- Children's behaviour is not managed consistently by all staff. This impacts on children's personal, social and emotional development.
- Lunchtime in one of the pre-school rooms is poorly organised and staff are not effectively deployed to meet the needs of all children. Consequently, children's behaviour deteriorates and they put themselves at risk.
- Some children do not have enough opportunities to develop their independence skills and labels around the nursery do not reflect the children's home languages.

It has the following strengths

- Babies enjoy the chance to sit with their carers for songs and to listen to stories.
- All children have the opportunity to enjoy fresh air and develop their physical skills in the garden.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Inspectors spent time observing all groups of children, both inside and outside.
- The inspectors talked with some staff within the nursery and parents, and held discussions with the management team.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspectors examined documentation including a representative sample of children's records, development plans and staff suitability records.
- Safeguarding and child protection issues were discussed with the staff and manager and the policy reviewed.

Inspector

Vicky Vasiliadis and Catherine Greene

Full Report

Information about the setting

Looking Glass Children's Day Nursery is an established nursery that opened in 2003. The nursery registered under its current owners, Casterbridge Nurseries Limited in September 2008 and was taken over by Bright Horizons in 2012. The nursery operates from a purpose-built premises and is located on a large estate near Tooting Bec Common in the London borough of Wandsworth. The premises comprises of 11 rooms, some on the ground floor and some on the first floor of the building. The nursery is accessible by ramp and there are internal stairs and two lifts, which access the upper floor. All children share access to a secure enclosed outdoor play area.

The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, excluding bank holidays. There are currently 202 children on roll in the early years age range, who attend for a variety of sessions. The nursery receives funding for the provision of free early education for three- and four-year-olds. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery supports a number of children who speak English as an additional language.

The nursery employs 48 staff who work with the children. Of these, 42 staff hold appropriate qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff are appropriately deployed at all times so that children are adequately supervised and kept safe
- meet the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning
- ensure that all staff respond to children by guiding their development through warm and positive interactions
- ensure all practitioners have appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.
- ensure children develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

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

- strengthen older children's independence skills, for example by allowing them to pour their own drinks and serve their own meals
- strengthen children's communication and language skills and their understanding of other cultures, for example by displaying lists of words from different home languages.

Inspection judgements

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

There are adequate systems in place to identify children's starting points. Observation and assessment is in place, including the systems for the two-year progress checks. Most staff talk to parents about children's learning and what they can do to support learning at home. However, some staff do not demonstrate an adequate understanding of the nurseries planning processes. For example, when asked to explain planning for their key children, they are unable to do so. Not all children receive appropriate levels of support in

order to ensure that they make adequate progress in their learning and development. This is because there are too many inconsistencies in the quality of teaching and practices within the nursery. For example, some staff lack motivation and enthusiasm when presenting activities to children. As a result, children do not fully engage in activities and learning opportunities are not interesting or provide adequate challenges. This has an impact on children's ability to remain effective and motivated learners.

Children and babies have some opportunities to develop their communication and language skills. For example, children enjoy joining in with songs and action rhymes. Children sit comfortably with carers who read them stories and pose some open-ended questions. Children begin to learn about colours, shapes and numbers as they happily collect different shapes and colours in the garden. Children bring these items to staff who talk to them about what they have collected. Children enjoy moving between the inside and outside environment. For example, toddlers take pleasure in crawling through tunnels and hiding in tents. Older children practise their physical skills as they balance on the beams with the support of a member of staff. Babies enjoy playing with the balls in the ball pond. Staff adequately support children learning English as an additional language. Most staff know the home languages of the children in their care. They understand the importance of working with parents to obtain key words to help communicate with children. However, children do not have enough opportunities to see their home languages displayed in their rooms in order to support their first language, develop an understanding of other cultures and consolidate their learning.

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

Each child has a key person, who is responsible for the settling-in process. This helps children in the transition from home to nursery. Children arrive at the nursery and most settle quickly once left by parents. Most children develop their independence skills. They are able to choose from the resources and equipment available in the nursery. However, there are some inconsistencies in practice at mealtimes. For example, some of the two- to three-year-olds serve their own lunches, which they do eagerly. However, in the other two- to three-year-old room, adults serve children's food and pour their drinks. This limits the children's ability to be independent.

Generally, children behave well in respect of their ages and understanding. They begin to learn right from wrong as staff encourage them to be caring and share with their friends. However, there are inconsistencies in how staff manage children's behaviour. For example, some staff hold children by their forearms to guide them to where they are going. In addition, some staff use loud voices to try to address children's behaviour, which results in noise levels increasing. Furthermore, during lunch time in one of the pre-school rooms children's behaviour deteriorates. Because of this, children put their own safety at risk. For example, they walk around with food in their mouth and balance themselves on the front legs of chairs. This means that children are not safe and their individual needs not met. Some staff intervene unnecessarily to manage children's behaviour. For example, some staff instruct children. They tell them to go and wash their hands, sit down and to

not touch placemats, but without giving explanations. Consequently, children do not learn about consistent limits to help them feel safe and secure in their play and other activities.

Staff are aware of children's dietary requirements. Children have their own placemat or name card with their photograph and dietary requirements on. Staff work together with the on-site chef to promote children's health needs. In addition, the nursery holds a 'five gold stars' hygiene rating from their local authority environmental health and trading standards department. Children take great pleasure in playing with a suitable range of resources in the garden. Toddlers fill up their wheelbarrows with sand and enjoy transporting this around the garden. Some staff talk to children about foods that are good for them during mealtimes. This helps children to begin to develop an understanding of a healthy lifestyle.

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

The management team do not meet all aspects of the requirements of the Statutory Framework for the Early Years Foundation Stage. The manager demonstrates a suitable understanding of the strengths and weaknesses of the nursery. She has identified that there are variations in practice within the nursery and staff knowledge of planning and learning needs developing. She continues to try to address these issues through staff supervision and training. However, these actions have not yet secured enough improvement for all children in the nursery. As a result, there is still too much inconsistent practice, which affects the quality of the children's learning experiences. In addition, some children do not have sufficient challenges to support their development in all areas. This is because some staff lack motivation and enthusiasm. Since the previous inspection, the management team and staff have addressed some of the recommendations. They continue to work towards improving the educational programme.

This inspection was brought forward following concerns received by Ofsted about the use of mobile phones, the supervision of children, staff ratios and deployment of staff, behaviour management and complaints. The inspection found that required adult to child ratios are in place. There are appropriate procedures for mobile phone use. There is a clear mobile phone policy in place to support practice and staff are aware of the procedures to follow. There is a suitable complaints policy available which the nursery implements. However, the inspection found that the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are not all met. Staff do not manage children's behaviour consistently. Some staff do not use appropriate methods to manage behaviour, which impacts on children's personal, social and emotional needs. At times, staff deployment and therefore supervision of children is poor. For example, during lunch time, staff do not notice that children are walking around with food in their mouths. Consequently, children are not always safe. Staff have a basic understanding of child protection procedures, they are aware of who to inform if they have concerns. There are appropriate vetting procedures in place, which helps to ensure that adults caring for children are suitably checked.

The nursery has suitable relationships with parents. Staff talk to parents at the beginning and end of each day to exchange information about the child's day. There are notice boards available, which holds information about the nursery's registration, policies and procedures. Parents are encouraged to attend meetings with staff to share information about children's progress. Most parents say that they are happy with the care provided. However, some parents comment that they feel that their children do not use the outdoor area enough. Others say that they feel that staff change too frequently in the nursery. The nursery has some links with the local schools. Staff visit teachers to identify what they expect of the children. In addition, staff are in the process of obtaining school uniforms from some of the local schools to show children what they will be wearing. Staff talk to children about what happens at school so as to help children in the move from nursery to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)

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	EY385379
Local authority	Wandsworth
Inspection number	913284
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	156
Number of children on roll	202
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	25/09/2012
Telephone number	0208 767 2901

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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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