

Childcare & Learning Palace Nursery Cranbrook Ltd

344-346, Fulham Palace Road, London, SW6 6HT

Inspection date	05/08/2013
Previous inspection date	06/02/2012

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 enjoy strong relationships with staff. Therefore, they are keen to learn, and rapidly grow in self-assurance.
- All children are confident in communicating with the staff and each other. As a result, children's vocabulary is developing in line with the expected developmental milestones.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting are good. Consistent practices are in place to monitor practice and ensure that children are able to progress well.
- The setting is hygienically clean and safe for the children to play and develop in.

It is not yet outstanding because

- Although resources, such as books and bikes, are used to support children's learning these are not readily available for the children to use on a daily basis.
- There are inconsistent practices to help babies to learn about hand washing.

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 activities in the main playrooms and the garden.
- The inspector spoke with the manager and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector checked cleaning records and risk assessments.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Childcare & Learning Palace Nursery Cranbrook Ltd was registered in 2011. It is located in an end of terrace house in the Fulham area of the London Borough of Hammersmith and Fulham. There are three playrooms and a quiet room on the ground floor and two further playrooms for babies and toddlers on the first floor. Toilet facilities for adults and children are on all floors. An enclosed outdoor area is located at the rear of the property, which can be accessed directly from one of the ground floor play rooms. There is level access to the ground floor of the property.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 87 children on roll in the early years age group. The nursery supports children with learning difficulties and or disabilities. The nursery supports children attending currently who speak English as an additional language and learning difficulties and/or disabilities. The setting gets funding for the provision of free early education to children aged two-, three- and four-year-olds. The nursery employs 13 staff to work with the children and most hold an early years qualification. In addition, three staff are awaiting their final assessments for their level three qualification. The nursery is open each weekday throughout the year from 7.30am to 6.30pm, closing for one week between Christmas and New Year.

What the setting needs to do to improve further

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

- provide more opportunities for children to choose resources independently on a daily basis in order to support and enhance their learning and development

- promote younger children's learning of health and hygiene by helping them to wash their hands before they have any meals.

Inspection judgements

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

At the time of the inspection, children aged two to five had been moved to the sister nursery due to refurbishments to their base rooms. Observations were carried out on children aged two and under. Staff worked well with the children and parents to support them with their move to the other nursery. They supported children with learning difficulties and/or disabilities so they were all fully aware of what is happening and what to

expect. Consequently, children's personal, social and emotional development is well promoted. Staff also support children well when moving between base rooms and carry out these according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff work closely with the teachers to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning.

Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. This is used successfully to identify whether children require any support or extra challenge in their learning experience. The majority of observations are written on computer tablets which are submitted to the parent portal. This allows the parents to see what the staff are working on at any time and to support children's learning at home. This provides good continuity of care for the children. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents. This enables them to see the progress their children have made. Given the children's starting points they are making good progress and are gaining the skills they will need for their future learning.

Children take part in activities to teach them about different festivals and celebrations from around the world. This helps children to develop their knowledge and understanding of diversity. Staff support very young children well with new emerging skills such as walking. They make sure floors are clear to enable children to practise and develop their physical skills. During play in the baby room staff support the children well in adapting to new situations and activities. Children enjoy playing with shredded paper and staff talk to them about how it feels, helping them to learn new vocabulary. This activity supports children's emerging physical development as well as their creativity through exploration.

Toddlers thoroughly enjoy exploring the outside play areas. They use the woodchip area well to dig and to build different structures with crates, tyres and planks of wood. Children work together to move crates next to each other and place planks on which to balance. Staff promote their understanding by talking about their own safety. They also use descriptive words such as 'higher' and 'lower' so children can begin to understand early mathematical language and to help them make sense of the world.

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

Children learn about keeping safe through the staff's effective support and reinforcement. For example, they teach them about tripping hazards and being careful on the steps between the playrooms and the outside areas. Children also participate in regular fire drills. This helps children to understand what to do in an event of an emergency.

Staff use most resources well to promote all areas of learning. Resources are clean and well maintained. Children are asked by the staff what activities and toys they would like. This helps children make choices about what they would like to play with. This also helps

to promote the children's independence in most cases. However, some books in the baby room are not in easy reach. In addition, outside, some of the bikes are too big for the toddlers to use with ease.

All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Given the children's ages and stages of development they behave well.

Staff work with the parents well to settle their children into the nursery. They familiarise themselves with children's interests and use these to settle children in. Children are happy and settled in the care of the staff. They have secure bonds with the staff, which builds their self-esteem, confidence and emotional security. Children enjoy snuggling up to staff for cuddles, reassurance and support. Babies and toddlers who need a sleep are provided with clean fresh bedding, to ensure their comfort.

Children play in a clean nursery where they are protected from cross infection through the good hygiene procedures that are in place. Although toddlers wash their hands before meals, there are some inconsistent practices in the baby room. Consequently, staff do not always help the youngest children wash their hands before food is served. Meal times are social occasions where staff sit with the children and talk about the food they are having. Staff help children in learning to feed themselves and praise them for their efforts. Children thrive with the healthy and nutritious meals that are on offer and children have plenty of food to have second and third helpings.

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

The manager is fully aware of how to meet the safeguarding, welfare and the learning and development requirements. Staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Detailed risk assessments are in place to enable children to play in a safe and healthy learning environment. These have been effectively reviewed while building work is taking place. Robust recruitment procedures are in place to check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. As a result, children are cared for by suitable staff.

Staff work closely with the parents and they regular share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides continuity of care and learning for the children, including those with special educational needs.

Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their development well. As a result, children make good progress. The

setting's self-evaluation process is good. The manager works with staff and the head office to work through development and action plans to bring about positive outcomes for all children. Management implement their complaints procedure effectively, addressing any concerns within required timescales. Staff involve the parents by gathering their views on the service they provide. The setting is currently under major refurbishment to improve the learning areas for all ages of children and to improve the garden area to enhance their learning. The manager works with the parents to consult with them about the changes, to keep them informed. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are very responsive to the users of the service that they provide.

Staff have regular appraisals. This allows the manager to keep track of staff development and to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. Staff are effectively deployed around the nursery to maintain ratios and to keep children safe. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the evaluation to bring about the best possible outcomes for children.

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	EY425467
Local authority	Hammersmith & Fulham
Inspection number	927772
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	87
Name of provider	Childcare and Learning (Cranbrook) Limited
Date of previous inspection	06/02/2012
Telephone number	02073819523

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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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