

St Johns Wood Nursery

70 Marlborough Hill, LONDON, NW8 0NH

Inspection date	13/08/2013
Previous inspection date	20/08/2009

The quality and standards of the early years provision	This inspection:	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

- Staff assessments and planning reflects children's individual needs and highlights how effective learning takes place to extend children's understanding, abilities and skills.
- A good balance of adult focus activities and child initiated games help children to make good progress.
- Children develop good relationship with other children in the setting. They learn to co-operate and work well together.
- Strong partnership with parents contributes to children's wellbeing.

It is not yet outstanding because

- Staff do not always encourage young children to join in when familiar stories are being read to them so that children can learn that books are interesting, enjoyable and fun.
- Children have fewer opportunities to see positive images of children or people with disabilities in story and factual books.

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 interviewed the manager.
- The inspector observed the staff interacting with children, and children interacting with staff and their friends.
- The inspector carried out a joint observation with the deputy.
- The inspector sampled a range of documentation, including the register of attendance, safeguarding policy, staff records, the record of the risk assessment, and accident and incident records.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

St John's Wood Nursery opened in 2008. It is run by an established provider, Bright Horizons. It operates from a two storey building, which consists of six group rooms. The first floor is accessible via stairs and a lift. The nursery is situated in a residential area in St John's Wood in the London Borough of Westminster. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children share two secure enclosed outdoor play areas.

There are currently 100 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 27 members of staff, of whom 24 are qualified. Of these, one staff is qualified to a masters level in Early Childhood Studies, another staff holds a foundation degree in Early Childhood Studies and other staff members hold childcare qualifications at level 2, 3 and 4.

What the setting needs to do to improve further

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

- encourage young children to join in some stories when the text is familiar to them

- provide positive images of all people in books to strengthen children's awareness of diversity.

Inspection judgements

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

The key person collates information from parents about children before they start in order to find out about children's interests. They use this information to build on children's skills and extend their learning. The key person also identifies the next steps for each child and uses this to add to the planning board so that staff can support vary activities and extend children's learning. For example, where staff see children showing interest in the role play area they bring in more familiar objects by adding natural resources, such as real fruits and vegetables to stimulate children's real experiences. Staff carry out their own self-evaluation on a weekly basis. This enables them to look at the resources that are needed, monitor the learning needs of particular children or groups of children and evaluate activities. The manager also oversees staff's self-evaluation as a way of keeping track of the curriculum programme. This enables staff to help ensure that the full range of

children's development and learning is supported and extended.

Staff provide good opportunities to help children develop an awareness of the natural world, where they live and places further afield which means something to them. For example, staff take children out on trips and allow children to explore their own surroundings by encouraging them to collect and experiment with leaves, conkers and tree barks. Also, children learn about the area in which they live and the countries that some of their friend's family members come from. Children also learn about the range of jobs that people do when out on trips and this include traffic wardens, police and the refuse collectors. They also learn about different forms of transport on the road. Children learn to accept differences through celebrating cultural and religious events. They see labels written in other community languages and use resources that reflect positive images of race and culture. However, there are currently few books reflecting positive images of diversity. Staff encourage the development of babies and toddlers hand and eye coordination and self-help skills through a wide range of activities. For example, they provide developmentally appropriate eating utensils to support babies' independence at meal times. Staff also regularly provide cooking activities where babies and toddlers demonstrate their abilities to use spoons to scoop mixed vegetables from a container and pour into another container with cooked pasta for stirring. Staff praise the babies and toddlers when they try out a new activity. This helps to build children's self-confidence.

Staff plan activities to help develop children's fine hand and finger movements. This includes, threading, weaving, printing and painting; all essential to supporting children to acquire skills to hold a range of small equipment and writing tools. Staff provide children with a range of writing tools and encourage all children to explore making marks. Babies and toddlers enjoy the experience of making marks in painting and when playing in wet sand. Staff write children's name on their drawings and encourage the children to write their own names. Some children are beginning to write their first names. This helps to prepare the older children so that they are ready for school. Older children can recognise their own name written down and those of others. Children join in shared story telling with staff and they are able to predict what happens next when listening to familiar stories. Some of the children are able to re-tell the story in the book from the pictures. This helps to prepare the older children so that they are ready for school. Young children are beginning to show interests in books. They know how to handle books and turn pages. Staff read short stories to young children daily; however, at times, not all children are engaged in the story session. This is because sometimes staff do not encourage young children to join in with some favourite stories when the text is familiar to them.

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

The key person system successfully builds trusting relationships between the staff and children and provides reassurance to their parents. Key persons are attentive to children's particular needs and routine care. For example, staff closely liaise with parents and follow their wishes in regards to their babies individual routine for bottle feeds and sleeping. Children receive lots of warmth and affection from staff, which supports their emotional well-being and helps them to feel secure. Children are happy, settled and develop firm

relationships with each other. They are confident in relating to their key person, staff members and other adults in the setting. Older children play cooperatively in small groups over a period of time and they are able to share and take turns in their self-chosen activity, such as, block play. Children behave well because staff are consistent in their approach to behaviour management, which helps children to understand what is acceptable behaviour. For example, staff give reasons when making requests for good behaviour and they support younger children in sharing and turn taking during games and activities.

Staff use effective daily routines to help reduce the spread of germs or cross infection to children. For example, antibacterial hand gel is placed outside baby room door and shoe covering is available to be worn over footwear before entering baby room. Staff wear protective clothing during nappy changing and they also follow good hygiene procedures when serving food, such as wearing an apron and gloves. Staff demonstrate good interaction during play, such as a simple explanation about hand washing and encouraging children to wear aprons and hair net for cooking sessions. This helps children to learn the importance of good personal hygiene. Children engage in a good range of physical activities that contributes to the good health. For example, staff provide babies and toddlers with a wide range of physical activities and play equipment that help them to try out new movements, such as crawling, walking and climbing up mini steps. Staff ensure that there is variety of physical play equipment and sufficient challenge for children to develop their physical skills. Staff use a nursery mascot called 'Candy Floss' to help children learn to take responsibilities for keeping themselves safe. For example, children learn about road safety and the importance of using pedestrian crossings, where possible. Children see 'Candy Floss' posters around the nursery to remind them of ways to keep themselves safe when indoors, such as holding onto the hand rails when walking up or down the stairs.

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

Children's welfare is safeguarded because all staff have received training in child protection issues. They can identify potential concerns about a child and know to proceed if they feel that a child is in danger. This supports children's wellbeing. Children's safety is well promoted because the staff carry out daily risk assessments and visual checks throughout the day to identify and quickly address any potential hazards to children. The setting's fire detection and control equipment is available and well maintained. Staff help to ensure that the evacuation routes are kept free from obstruction and all fire doors are kept shut. There are door handles above children's height but these are easy for staff to open in the event of an emergency. Staff pay particular attention when transferring children from indoors to outdoors by making sure that all external doors and gates are secure so that children cannot leave the premises unsupervised. They also monitor room temperature and keep it comfortable for children in hot weather by use of air conditioning, opening top windows and use an electrical fan, above children's height. The setting has clear policies and procedures regarding children's safety, which staff demonstrate they understand, both verbally and in practice. For example, staff adhere to the dress code

policy, which focuses on their general physical appearance, including details of permissible clothing and the acceptable length of their finger nails. The majority of the staff team are qualified to administer first aid and other staff members are booked to attend first aid training courses. This helps to ensure that children receive appropriate care in the event that they sustain accidents. All required documentation is in place and well maintained. This contributes to the welfare of the children.

Staff are secure in their knowledge and understanding of the learning and development requirements for the Statutory Framework for the Early Years Foundation Stage. They make effective links between their assessments and planning. Consequently, children are making good progress towards the early learning goals. The setting has successfully addressed the recommendations set at the last inspection. Thus strengthening the system for observation and assessments and increasing the range of natural resources for young children to explore and interact with their environment. The leaders and manager consistently offer staff very clear communication and effective guidance through appraisals, supervision and training opportunities to encourage staff's good practice. The manager and staff constantly evaluate practice to make further improvements to children's care, development and learning.

The partnership between the staff and parents is strong. A good two-way flow of information between staff and parents fully promotes children's consistent care, development and learning. Parents are provided with a wealth of information that enables them to know about the provision of care and education for their children. Parents are encouraged to complete an annual survey, where they give their opinion about the care and education their children receive. The setting is proactive in responding to parents' comments by using their feedback to review practices and make improvements. This enhances the care children receive. The staff are aware of the importance of building relationships with external agencies and local schools to promote continuity of care and education for the 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
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	EY368138
Local authority	Westminster
Inspection number	932107
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	92
Number of children on roll	100
Name of provider	Bright Horizons Family Solutions Ltd
Date of previous inspection	20/08/2009
Telephone number	0207 4496760

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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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