

# Battersea Day Nursery

18 Latchmere Road, Battersea, London, SW11 2DX

<b>Inspection date</b>	17/09/2013
Previous inspection date	02/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The motivated staff team provide good quality care and education for all the children.
- A well-established system of individual support from staff helps children form secure attachments and promotes their well-being and confidence.
- Children's development is given priority by dedicated staff. Children who require extra support are identified, and provided with the support needed to help them make progress.
- Staff provide children with stimulating activities and resources which help children become independent learners.

### It is not yet outstanding because

- Staff do not always maintain younger children's interests through lunch time and snack routines or provide opportunities for them to develop their independence and physical skills.

## 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 and spoke with the children as they took part in activities in the play environment and in the garden.
- The inspector had discussions with the staff, quality and training advisor and manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.
- The inspector and manager carried out a joint observation of practice.

## Inspector

Claire Douglas

## Full Report

### Information about the setting

Battersea Day Nursery registered in June 2004, and is one of the nurseries operated by the Asquith childcare chain. The nursery operates from five rooms in a converted building in the London Borough of Wandsworth. The nursery opens each weekday from 7.30am until 6.30pm and is open 51 weeks of the year. All children share access to an enclosed outdoor play area. Currently there are 72 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and children who learning English as an additional language. There are 20 staff working with the children. Of these three have the Early Years Professional Status qualifications and 12 hold relevant childcare qualifications to at least level 2. The nursery is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four.

### What the setting needs to do to improve further

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

- review the lunch time routine for younger children, to ensure that staff maintain children's interest and provide appropriate opportunities for them to develop their independence and physical skills.

### Inspection judgements

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

Staff have good relationships with children and parents. They develop these as the children are introduced to the setting so that they understand their background and needs. During this time, staff discuss children's routines and starting points with parents, enabling them to create a smooth transition in to nursery. Parents are encouraged to gradually settle children, staying with them for as long as necessary. This helps to ensure that children settle quickly and that staff meet their individual needs. Staff record observations of children's achievements, identifying their targets to share with parents so that there is continuity of learning. They use relevant guidance to assess children's progress closely. The company and manager have co-ordinated required progress checks for children aged between two and three years. These are completed by key persons and presented to parents when required.

Children enjoy a wide variety of activities, using good quality resources, which help them make good progress in their learning. This effectively prepares them for the next stage in

their development and for school. Staff talk to children as they play, extending their language and communication skills well. They support children's knowledge of mathematics when discussing how tall their model buildings have grown. They link this to the theme of famous landmarks. Staff help children to extend their understanding as they ask them to describe if different object sink or float in the water tray. Children are encouraged to count throughout the day, singing number songs or counting how many steps they have taken. Children enjoy, and learn from, well thought out displays around the environment. For example a model clock displayed at children's height teaches them when important aspects of the daily routine happen. Young children enjoy sharing books with the staff, as well as with each other. The organisation of reading areas throughout the nursery and garden, fully inspire children's use and enjoyment of books. Babies can always access good quality books independently.

Staff enhance children's interests in the wider world as they celebrate the children's extended families. For example, children enjoy sharing photographs of their recent family holidays with their friends. They delight in telling their friends and staff about their relatives, and the things they saw on holiday. Staff promote discussion and learning about different cultures and ways of living. Children develop their physical skills through daily challenges when using the nursery garden. They laugh together as they take turns to balance along logs or have a race on a bike. They manoeuvre cars and push dolls along in buggies. Inside they jump up, stamp their feet, wiggle about and clap hands to the rhythm of the African drum. However, staff do not consistently encourage younger children to develop their physical capabilities and independence or maintain their interests fully during meal time sessions. Staff assess children's development well. Individual development plans clearly identify children's next steps. These are especially helpful for identifying when children need extra support. Staff share progress update reports with parents through regular meetings, involving them in the children's learning. Verbal discussions take place daily, along with daily feedback books and newsletters to ensure communications stay current. This helps parents to continue their child's learning and develops stronger links between the setting and home.

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

Children are confident, happy and settled. They form secure attachments with the staff who are warm and responsive to their needs. This supports their emotional and physical well-being. Staff arrange small group sessions to fit in with the babies' and children's individual routines helping them feel settled and secure. Visits to the sensory room to explore the coloured lights, or group creative sessions with baked beans in a builder's tray are planned. Staff make sure the environment is safe. This means children's independence and confidence can grow as they move freely and safely around the setting. Children select from a good variety of age appropriate, safe and suitable play materials, both inside and out. Children gain an understanding of risks and how to keep themselves safe as safety rules are discussed throughout the routine. For example, they talk about walking inside and not running. Children are also included in regular fire drills.

Children's good health and well-being are given careful attention by the staff; menus are

designed promoting healthy eating. Snacks are provided such as a large basket of fruit for children to help themselves to when they are hungry. Older children help to serve their own lunch; they enjoy spooning carefully the required quantity of carrots onto their plates. This helps to develop independence and their personal, social and emotional skills. Staff use meal times to discuss and develop children's understanding of the benefits of healthy eating. Children happily explain how eating the orange will make them 'big and strong'. Children understand the importance of good hygiene. They are beginning to understand that washing their hands before eating prevents them from becoming ill. They enjoy exercise and fresh air daily. The staff team follow careful procedures when assisting children with their personal care. Nappies are changed regularly and staff complete charts so that parents are kept up to date. Independence is encouraged for pre-school children with toileting, with subtle but effective supervision to ensure safety, helping to prepare them for school. Staff make use of disposable gloves when necessary, which helps reduce the risk of cross contamination.

There are good systems in place to support children who are learning English as an additional language. Regular small group times help to develop children's language and social skills. Children who have additional needs are well supported. Key staff work closely with other professionals such as the local authority portal team and speech and language therapists. This helps to enable the children to reach their full potential. Staff support children's understanding of the need to share and take turns and to respect each others' feelings. They act as good role models as they praise children and one another thanking them for achievements, throughout the routine. As a result, children are self-motivated, confident and aware of their boundaries and expectations for good behaviour.

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

The staff team clearly understand their duty to protect children. There is a comprehensive safeguarding policy and stipulated procedures in place, which staff know and implement well. All staff receive on going safeguarding training, which helps them to promote children's welfare effectively. Daily risk assessments help to ensure that staff remove potential hazards and all aspects of the environment are suitable. For example, water temperature is regulated so children can wash their hands safely. Robust recruitment and vetting procedures help ensure adults working with the children are suitable to do so. This helps to ensure that all children are cared for by qualified staff, who are dedicated and committed to their care and education. There is a clear system to ensure staff deployment is effective, and adult to child ratios are met at all times. The manager identifies when she requires additional staff and uses a supply team of familiar staff or other Asquith staff. Consequently, there are always sufficient, known qualified adults working directly with the children. Staff have regular opportunities for supervision and appraisals with the manager. Together performance targets and training needs are identified to enable all staff to expand their knowledge, improving outcomes for children.

The manager works alongside staff, acting as a good role model and observer of practice. Staff observe record and track children's achievements in accordance with their age and

stage of development. The manager oversees this process to ensure that all children are progressing in their development. Staff are actively encouraged to feedback their views on management and team decisions. This system encourages staff to reflect on their practice and helps with continual assessment of the quality of the provision. The manager checks the effectiveness of the provision through continuous monitoring of practice. Self-evaluation processes are in place to assess how well the provision meets the requirements of the Early Years Foundation Stage framework. Staff and parents are encouraged to contribute to the self-evaluation processes. Staff provide input at team meetings and parents contribute through letters, questionnaires and verbal feedback. Plans for improvement are relevant and ongoing. The whole team is conscientious with an aspiration for quality care and continuous development.

Staff develop good partnerships with parents. Parents and carers express positive comments about the setting and commitment of staff. They acknowledge how staff provide a happy, caring and stimulating environment to enable their children to learn. The management team describe good systems for sharing information with other agencies where relevant. Links are made with other settings to share good practice. Relationships with the local primary schools are developing to help provide continuity of care and meet children's individual needs well.

### **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

<b>Unique reference number</b>	EY288475
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	932022
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	72
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	02/04/2013
<b>Telephone number</b>	0207 228 7008

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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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