

Warwick Day Nursery

Warwick Nursery, Cirencester Street, London, W2 5SR

Inspection date	22/04/2013
Previous inspection date	08/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Staff satisfactorily encourage children's health and well-being. Children are safeguarded because the staff know the policies and procedures to be followed to protect the children in their care.
- Children in the pre-school room are becoming independent learners, gaining confidence in making decisions to support their readiness for school.
- The nursery has generally good working relationships with parents and carers, ensuring they receive daily verbal feedback about their child's day.
- Overall, staff have a satisfactory understanding of observing and assessing children's development and link this to planning an adequate range of indoor experiences to support children in making sound progress in their development.

It is not yet good because

- Staff do not always organise resources effectively at the beginning of the day to ensure learning opportunities are fully maximised.
- Staff do not always organise the outdoor environment so that children can use all available resources, particularly those for creative play.
- Younger children's communication and language development is not fully promoted by all staff.
- Some children are not always fully engaged during group times.

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 spent the majority of inspection time observing the children in the nursery as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the manager. Safeguarding was discussed and a sample of the policies viewed.
- The inspector discussed the nursery with some parents.
- The inspector and manager completed a joint observation together.

Inspector

Jennifer Devine

Full Report

Information about the setting

Warwick Day Nursery registered in 2005. It is one of a chain of settings provided by The London Early Years Foundation, a voluntary organisation. The nursery operates from a purpose-built building in the London Borough of Westminster. There are three play rooms and children have access to the garden for outdoor play. The nursery opens all year round from 8am until 6pm with morning and afternoon sessions. Children can attend on a full or part-time basis. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 33 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery makes provision for a number of children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs eight staff, of whom seven hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure staffing arrangements and the organisation of resources meet children's needs at all times, with particular regard to the early part of the day
- improve the programme for communication and language by encouraging and acknowledging babies' babbling, using open-ended questions and by encouraging children to join in conversations.

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

- devise strategies to help all children to become fully engaged during group times
- extend the programme for expressive arts and design in the outdoor area, for example, by providing readily accessible resources that encourage children to use their imagination.

Inspection judgements

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

Staff have developed a satisfactory understanding of the learning and development requirements. Overall, they provide a satisfactory range of resources to promote all of the areas of learning and development. However, there are more planned activities and resources in the indoor learning environment, compared to the outside area. Children thoroughly enjoy playing outdoors where they are able to run and release their energy. They ride tricycles and scooters with confidence negotiating the pathway with ease and skilfully climb the climbing frame and slide down. Some children enjoy dressing the dolls which are provided outside but they are unable to extend their imagination as no other pretend play items are provided.

Children in the two to three-year-old group room enjoy singing time and join in with the actions of their favourite songs. Staff use gestures and signing to complement their spoken words and some children also enjoy signing as they sing. This supports their understanding of some different ways of communicating. However, not all staff are confident in providing opportunities for children to talk by talking through activities, particularly for the younger aged children, and asking questions to encourage conversation.

Staff plan opportunities for children to explore. Children enjoy investigating different materials and sit for some time feeling the texture of the corn flour as it squeezes through their fingers. Children in the under two's room enjoy exploring the water with bubbles added. They have fun and squeal in delight as the staff sing 'bubble, bubble, pop' as the children catch the bubbles and watch them pop. This helps them to explore the properties of some materials. Staff in the pre-school room plan a range of suitable activities to encourage children to become independent learners and support them in their readiness for school. Children enjoy painting and use their imagination freely indoors. They enjoy topics where they look closely at well-known artists and their famous paintings and reproduce their interpretations of these paintings.

The nursery staff have recently introduced a new tracking system for observations, which starts with a baseline assessment for each child. Staff are currently developing their knowledge of how to effectively use this system to assess children's development. Children's individual interests are recorded on a white board and this supports staff in planning and tracking their next steps for learning.

Parents have regular opportunities to meet with staff to discuss their children's achievements and progress. This means that they are aware of their children's progress and also that they can discuss any gaps in learning with staff. Children who speak English as an additional language are supported satisfactorily and staff learn about children's home language obtaining key words to help children settle. There are also satisfactory systems to support children with special educational needs and/or disabilities. Staff work soundly in partnership with other agencies and they have links with local schools to help support children's moves to new settings.

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

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Nutritious snacks and meals, which include fruit and vegetables, are provided and children's individual dietary requirements are well known and met. Children are learning about the need for good hygiene practices as they routinely wash their hands before touching food and after visiting the toilet. Staff ensure that meal times are a positive social occasion by sitting with the children at the table where they can chat quietly together.

The nursery has a satisfactory key person system in place, which supports children to feel secure and have a sense of belonging. New children settle quickly into the nursery due to a sound settling-in period, resulting in most children separating from their main carer fairly well. Pre-school children in particular play well with their friends, taking turns and sharing resources. However, staff do not always employ effective strategies to engage all children, particularly during group times, when some children have difficulties sitting and being part of the group.

The nursery is comfortable and has ample space for children to move around in safety and fully explore the resources. Children's safety and well-being is maintained satisfactorily. Staff conduct daily checks on the premises and suitable risk assessments procedures are in place. Staff deployment is at times variable, particularly early in the morning when not all activities and resources are available. This sometimes means children have limited learning opportunities available which can lead to some unwanted behaviour. Children learn to take risks in the environment and understand the rules at nursery such as why they do not run indoors and taking care when cutting with the scissors.

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

Since the last inspection the staff group have made improvements and all actions have been satisfactorily addressed. There is a new manager and deputy in place who understand the safeguarding and welfare requirements of the Early Years Foundation Stage and are beginning to support the staff team to develop a better understanding of their roles and responsibilities. For example, staff have completed safeguarding training and are more confident in knowing what to do if they were concerned about a child. A number of staff have a first aid qualification which means that they are able to treat children appropriately in the case of an accident. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting.

The registered provider and new manager are committed to continually monitoring the nursery and how staff are working. They recognise the importance of self-evaluation and take advice from their early years team, implementing action plans which are achieved over a period of time. Staff are encouraged to attend regular training and their performance is regularly monitored and professional development is addressed. This demonstrates they are willing to continually develop their service. However, they acknowledge that there are still some areas for further development.

Overall, relationships with parents and carers are positive. They are made to feel welcome in the nursery and are encouraged to share information to ensure continuity of care. Staff keep parents verbally informed about their child's day. They are invited to attend regular meetings to discuss the progress their child has made and give them the opportunity to share their child's developmental records. Parents speak positively about the nursery. Their comments indicate they feel their children are happy and that staff are friendly and approachable.

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	EY305992
Local authority	Westminster
Inspection number	797930
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	33
Name of provider	The London Early Years Foundation
Date of previous inspection	08/05/2012
Telephone number	020 7641 4361

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

