

# Working Mums Daycare & Pre School Centre

Roebuck house, 284-286 Upper Richmond Road West, LONDON, SW14 7JE

<b>Inspection date</b>	25/09/2013
Previous inspection date	21/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	<b>2</b>
How well the early years provision meets the needs of the range of children who attend		<b>3</b>
The contribution of the early years provision to the well-being of children		<b>3</b>
The effectiveness of the leadership and management of the early years provision		<b>3</b>

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff share caring and affectionate interaction with children forming sound relationships and providing reassurance for children.
- The staff team provide a welcoming and interesting environment for children and plan an appropriate range of play experiences.
- Management and staff identify some areas for development, and some improvements are in the process of being implemented.
- Sound links are made with local schools to support children during the move to school.

### It is not yet good because

- Risk assessments do not include all potential hazards to ensure children's safety at all times.
- Children's language and communication skills are not fully promoted at times when the noise level rises, or when staff do not extend discussions.
- Systems to share information and actively involve parents and carers in their children's learning are not fully effective.

## 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

- Safeguarding was discussed with staff and the proprietor and the nursery's policy was sampled.
- The inspector spent the inspection time observing staff and children in all rooms of the nursery and in the outdoor area and in discussion with the provider.
- The inspector shared discussion with staff and the proprietor during the inspection. A leadership discussion and a joint observation took place with the proprietor.
- Parents' views were gathered through discussion with a small number of parents and information provided by the proprietor from recent questionnaires completed by parents.
- The inspector sampled documentation, records and children's information and development records.

## Inspector

Jane Nelson

## **Full Report**

### **Information about the setting**

Working Mums Daycare & Pre School Centre is one of a small group of nurseries owned by Ceres Nursery Ltd. It registered in 2011. The nursery is located in East Sheen in the borough of Richmond upon Thames and operates on the first and second floors of a converted building, which has been refurbished for nursery use. Access to the nursery is via stairs or a lift.

The children have access to a total of nine rooms, some of which are open plan interconnecting areas. Children are grouped according to their age and stage of development with younger children on the first floor and older children on the second floor. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 94 children on roll in the Early Years age range. They attend both full- or part-time hours. A manager, deputy and a team of 16 members of staff, plus two cover staff, are employed to work with the children. One member of staff has Qualified Teacher Status. One member of staff is working towards an Early Years Degree. Over half the remaining staff hold childcare qualifications to Level 3 or equivalent. A cook is also employed to prepare children's meals on the premises. The nursery opens at 7.30am and closes at 6.30pm Monday to Friday. It operates throughout the year, closing only for Bank Holidays and for one week between Christmas and New Year.

A roof garden with a flow indoor/outdoor play room is used daily for outdoor play. The nursery receives educational funding for two-, three- and four-year-olds and supports bilingual children and children who have special educational needs and/or disabilities.

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

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

- review risk assessments to include all aspects of the environment that need to be checked on a regular basis; with particular regard to the storage and use of equipment such as brooms and the safety of visitor's badges
- develop the educational programme for communication and language development by limiting noise to help children concentrate and be heard, and by valuing children's contributions and using them to inform and shape the direction of discussions.

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

- develop further opportunities to share meaningful information with parents and carers and increase opportunities for their involvement in children's learning.

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

Staff plan and provide an appropriate range of activities and play experiences that children enjoy. They share caring and affectionate interaction with children, particularly providing reassurance for young babies and building confidence in older children. This helps children in making sound progress in the learning and development, given their starting points. The nursery routine and links the nursery makes with local schools help to prepare children appropriately for the move to school. The nursery provides a collection service from local schools during the first term of school when children attend part-time. This provides continuity and reassurance for children during this time of new experiences.

Babies enjoy exploring their environment. They use physical skills to crawl, pull themselves up and reach out for toys. They are developing relationships with staff, and respond to staff with smiles, vocalisation and look to them for reassurance. Young babies enjoy a quiet and cosy feeding time with staff snuggled on cushions. Toddlers explore the outdoor environment, gaining confidence in their physical skills as they move up and down on the low ramps and small bridge and explore the texture of sand between their fingers in the sand pit.

Some staff are particularly enthusiastic and animated in their interaction with children. For example, a member of staff uses finger puppets with a group of younger children to capture their attention during a singing activity. She uses the puppets to link to familiar songs that children recognise. They join in by vocalising and repeating the words of rhymes such as 'star' and 'twinkle'. They move their hands and bodies excitedly as each puppet pops out of the puppet bag. This encourages children's communication and

listening skills. Another member of staff responds creatively to a question about 'when will it be tea time?' She responds by asking if children are hungry, then shows them her watch and explains where the big hand will be when it is time for tea. Children examine her watch carefully and reply they are hungry. This interaction helps children develop confidence and understand time and a sequence of events that are part of their daily routine. Practices such as this also provide alternative visual communication methods for children who speak English as an additional language or have special educational needs. However, there are missed opportunities to involve all children in planning and extend their language. For example, children discuss their observations from the nursery window. They excitedly identify and point out local landmarks they can see from the second floor view. Staff do not extend this discussion or use this impromptu observation, as an opportunity to involve all children in conversation or other activities relating to their local environment.

Staff use their observations and assessment of children's development to plan appropriate activities. For example placing toys and materials within reach of babies to encourage movement and stretching. Encouraging toddlers to explore different textures such as sand, water and play dough and using the roof garden for physical play. However, the nursery routine and the way space is organised impacts negatively on the overall noise level at times. For example, the large grouping of children in some areas of the nursery results in high noise levels at meal times and during play. Consequently, staff and older children need to speak louder to be heard and therefore limits children's developing communication. In addition, quieter children's voices cannot always be heard.

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

Children form sound relationships with staff and form friendships with each other. Older children enjoy socialising, chatting together at meal times and working together on activities such as using the computer. They behave generally well and are beginning to understand expected behaviour. For example, they use quiet voices when younger children are sleeping. Although children find this difficult to sustain and staff do not consistently predict and plan for this. For example, they have not considered using different areas of the nursery or providing alternatives for children to expend energy. Young babies are forming emotional attachments with staff as they settle into the nursery environment and older babies show a developing confidence as they explore, returning to staff every now and then for reassurance.

Children's physical development and good health is promoted appropriately. They are familiar with regular routines such as hand washing. The layout of the nursery bathrooms encourages children to use these independently and children talk about keeping their hands clean as they wash them after play. Staff talk to younger children as they change nappies, singing songs and talking about making them comfortable. Children enjoy their lunch and healthy snacks of fresh fruit, reminding each other to be careful of the pasta as 'it's hot'. Older children's independence is encouraged appropriately by them helping themselves to some food from communal dishes.

Children demonstrate an understanding of their own safety using the stairs to the roof garden with care and a developing confidence. Children hold onto the banisters and echo staff's counting as they ascend the stairs repeating 'one, two, three' and 'march, march'. Children use their physical skills as they run around, climb, balance and play in the sand pit. However, staff are not constantly vigilant in removing equipment such as brooms and mops, in areas where children play, that are potential hazards.

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

This inspection took place following a notification by the provider to Ofsted about an injury to a child. This inspection found that there were weaknesses in the processes for recording accidents, incidents or changes in children's health. The provider has carried out a full review of the accident, by assessing how space is used and organised in the area where the accident took place. They have established that there was sufficient staff supervision at the time of the accident, and discussed in depth with the staff team issues that have been highlighted by the accident. A review has taken place of the systems for recording any accidents and incidents and changes have been made to improve the system. The provider and staff understand their responsibilities in supervising children and monitoring children when there are changes in their health or an accident occurs.

Arrangements for safeguarding children are satisfactory. Staff and the provider understand clearly their responsibilities regarding child protection should concerns about children's welfare arise. Staff are familiar with the nursery's whistle blowing procedures should they have concerns regarding a colleague. However, the provider had failed to notify the local child protection agency of the accident that resulted in an injury to a child, which they are required to do. The provider is now aware of this process. Staff use risk assessments daily to monitor safety and maintain the effective security of the premises. However, not all potential risks are identified or addressed. For example, the storage of adult size brooms and mops in play areas and the suitability of badges with pin fastenings that visitors are asked to wear while in the nursery.

There is a sound management structure in place comprising of the provider and an operations manager, to support the nursery manager and deputy. The provider, manager and staff use self-evaluation appropriately. They have generated some improvement over time. For example, recommendations made at the last inspection have been implemented, increasing opportunities for children to explore information communication technology and increasing displays at children height. Some issues highlighted by the inspection have already been identified but are not yet being implemented consistently to generate improvement. A review of the nursery's self-evaluation was in the process at the time of the inspection. The provider has evaluated responses from a recent parent's questionnaire and identified that parents need to be more involved in their children's learning. However, the systems to implement this are not yet in place. The provider has also identified and implemented some aspects of good practice and ideas from her other nursery. For example, she has shared examples of how to record accidents.

Recruitment and vetting procedures are implemented appropriately to establish staff are suitable to work with children. Regular staff supervision and appraisal meetings take place with the manager and staff. These are used as a time for reflection and to identify future staff development, also to review aspects of staff suitability. Systems such as regular staff information updates in a newsletter, remind staff of their responsibilities in addition to providing information on different festivals and the nursery provision.

The nursery environment is bright and welcoming with an enclosed roof garden outdoor area. There is a varied range of quality resources, furniture and equipment to enable children to play rest and eat safely and comfortably. There is adequate space for the numbers of children that attend. The proprietor and staff are aware of the required adult to child ratios, and demonstrate how they adhere to and monitor these. However the systems to monitor how groups of children are organised, how the space can be used to full advantage and how noise levels and acoustics of the premises are managed are not fully effective. Staff demonstrate a sound understanding of the learning and development requirements. They use their observations and assessment of individual children, to track and monitor their progress and maintain individual learning journals for each child. Staff use the required progress check for children aged two to identify progress and if any additional support is needed to help their development. Staff use their knowledge and observations to plan appropriate activities that help children's progress. For example, observing when children are confident on the stairs and linking this to balancing on low beams in the garden area to encourage physical coordination and development

The nursery shares information appropriately with parents. Those parents spoken to were happy overall with the nursery and commented that their children enjoy coming. There is information displayed for parents throughout the nursery and some information in the reception area. However, responses from recent parent survey reflect that not all parents are fully aware of the learning programmes. Although the provider has identified this is an area for future development, improvements have not yet been implemented. Links with other professionals involved in children's care are effective, they result in staff increasing their knowledge and supporting individual children's progress well. The nursery builds links with local schools and invites teachers to visit prior to children transferring to school, which supports children at a time of change. The nursery is in the process of developing further links with other nurseries in the area and sharing good practice with the provider's other nursery. The nursery also makes appropriate use of resources such as staff training and advice visits from the local authority.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare register).
- ensure that all necessary measures are taken to minimise any identified risks.(voluntary 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

<b>Unique reference number</b>	EY432978
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	937169
<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>	70
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Ceres Nursery Ltd
<b>Date of previous inspection</b>	21/05/2012
<b>Telephone number</b>	07786330382

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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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