

Edu Care Nursery

27 Aldrington Road, LONDON, SW16 1TU

Inspection date	02/10/2013
Previous inspection date	31/01/2013

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

- There is an effective key person system. Staff know their individual key children's needs well and as a result all children make good progress in their learning and development.
- The nursery environment is welcoming and enables children to safely explore. There is a good range of equipment in all areas of the nursery enabling children to make choices in their play.
- Staff demonstrate a secure knowledge of how to safeguard children and provide a safe and secure environment.

It is not yet outstanding because

- Staff do not always fully support older children to follow simple rules, for example sharing, to manage their own behaviour as well as possible.

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 completed a joint observation with the manager in the outdoor area.
- The Inspector spoke to parents to gain their views.
- The inspector observed staff and children in the playroom and outdoor area and spoke to staff at different times during the inspection.
- The inspector spoke to the manager at a convenient time to discuss emerging issues.
- The inspector viewed a range of documentation, including policies and procedures, staff files, children's records and progress records.

Inspector

Lorraine Sparey

Full Report

Information about the setting

Edu Care Nursery registered in 2012. It is located in a detached two-storey building situated in the London borough of Wandsworth. The nursery accommodates babies and children under two years old on the ground floor. Children aged two years to five years of age are accommodated in two rooms on the first floor. There is a secure outdoor play area.

The nursery is open every weekday from 7.30am until 6.30pm for 50 weeks of the year. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 53 children on roll within the early years. The nursery supports children who speak English as an additional language. The nursery provides funded early education for three- and four-year-olds. The nursery employs 14 staff to work directly with the children, including the Registered Person/manager. All of these hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop further older children's awareness of the boundaries and expectations to support them in more consistently taking responsibility for their behaviour.

Inspection judgements

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

Children are clearly happy and settled in the welcoming nursery environment. They are cared for in age-appropriate rooms and have good opportunities to mix with the varying age groups to create a family atmosphere. Staff know the children's individual preferences well and as a result they are able to effectively plan and provide good learning opportunities. These incorporate children's individual needs and interests. All children demonstrate that they are motivated and interested in their learning. As a result, all children in the nursery are making good progress in all areas of their learning and development. Staff are currently reviewing the observations and assessments systems to change the way children's progress is documented in their learning records. In addition staff follow good systems to complete the progress check at age two, and involve parents in the process. There are secure systems in place to gather information from parents about their children's starting points and individual preferences. Consequently, staff are clear about every child's development and the next steps in their progress.

Children participate in a wide range of activities and play opportunities. There is a good balance between adult-led and child-initiated play. As a result, children show high levels of confidence and approach staff with ease. Staff are enthusiastic and show a genuine interest in what the children are saying and doing. For example, children in preschool room show an interest in robots. Staff enable children to build a large robot and encourage them with mathematics by suggesting adding different numbers to their model. Children are keen to demonstrate their knowledge of the numbers by drawing and successfully identifying them. Children's communication and language is developing well. Babies and toddlers enjoy joining in with simple rhymes and staff help them to follow the actions, praising them for their achievements. Staff work with children on an individual basis, small and large groups to support children's language development. For example, a member of staff works with three children encouraging them to identify the different animals in the water tray. The member of staff extends their learning by asking effective questions such as 'is the animal big or small?' In addition they role model sentences such as 'look how the wheel moves round in the water.' As a result children spontaneously sing and talk during their play developing their communication and social skills. Older children in the preschool room are keen to involve visiting adults in their conversations during snack time. They talk about the different colours of the rainbow linking it with their fruits. There are excellent displays throughout the nursery including photographs of the children and their families which help children gain a strong sense of belonging.

Children benefit from outings in the local community. For example, they visit the library to celebrate Black History month. The children find books that promote and celebrate successful people such as the President of the United States of America. Children excitedly make a display and enjoy listening to the books they have chosen as they are read by staff. This supports their literacy skills. Children paint self portraits and benefit from being able to develop their creative skills through excellent role play opportunities. Throughout the nursery children are able to paint, explore dough and they enjoy using the well resourced outdoor areas. As a result, children are well prepared for the next stage in their learning or the move to school.

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

Children benefit from the effective key person system in the nursery. They involve parents in all aspects of nursery life and parents report that they like the communication with their child's key person. They feel confident to contribute their knowledge of their child to enhance their children's progress. Younger children freely move between indoor and outdoor play areas. Older children can express their wish to play in the outside area and regular time outdoors is incorporated into the daily routine. Staff make maximum use of the garden areas and children enjoy having their snack picnic style on the grass. The snacks are healthy and nutritious and in addition the cook provides nutritious meals which promote children's understanding of healthy lifestyles. Babies have cuddles while they have their milk. Staff follow their home routines closely with regard to feeding and sleeping, enabling them to be comfortable at all times.

Children freely choose from a wide range of resources in all the play rooms. Babies sit together in low-level chairs involving them fully in the activities. Older children independently select toys and equipment from the shelves. The garden area provides sufficient challenge and incorporates all areas of children's learning and development. Consequently, children develop their physical skills as they choose to climb, ride bicycles and play with sand and water or in the wooden playhouse where they can role-play home life.

Children have good opportunities to learn to respect and value others. Children celebrate a wide range of festivals throughout the year. Staff speak various languages to support children in speaking their home language and learning English. In general the children are well behaved and show consideration to others. However, on occasions children in the preschool room forget the simple rules. For example, they do not always share with their friends and staff do not always address this, to thoroughly underpin children's ability to control their own behaviour. At other times, preschool children show kindness as they recognise a child's pair of shoes and pass them to the other child. The child automatically says 'thank you'. Staff are positive role models in the way they speak to the children and each other. Overall they use effective strategies to manage children's behaviour such as maintaining eye contact and talking about the impact of their behaviour on others. In addition children learn simple rules to help them keep themselves safe. For example, children know to hold on to the banister as they go down the stairs and use 'walking feet' when inside. Children regularly practise the evacuation procedure enabling them to know what to do in an emergency.

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

There is strong leadership and management in the nursery. The manager is committed to providing staff with the skills they need to provide good quality care and education. All the staff demonstrate secure knowledge of the safeguarding and welfare requirements. They are effective procedures to follow in the event of a concern. As a result children are effectively safeguarded. There are secure recruitment procedures to enable management to appoint qualified and suitable people. Staff have regular supervision, training opportunities and appraisals to enable them to keep their skills updated. There are clear risk assessments and good safety measures in place to make sure that the environment is safe and well maintained promoting children's safety.

There are good procedures in place to monitor and evaluate the provision. Management and staff involve parents and children through regular discussions and annual questionnaires. As part of improving security for parents and children they have installed closed circuit television. In addition the nursery use a self evaluation form to identify their strengths and areas they need to develop. There are clear plans in place to improve the outdoor environment further.

The manager monitors the learning and development requirements making sure that every child has an individual learning plan and that staff are meeting children's individual

needs. The manager has regular meetings and carries out observations with staff to monitor the educational programmes. Consequently, children are making good progress.

Staff build positive relationships with parents and carers. There are good systems in place to share information and about children starting points and their ongoing progress. Parents are encouraged to share their skills and their home lives. For example, parents are encouraged to bring in cultural artefacts or food and talk with the children about their cultures. Parents report that they are very pleased with the progress their children are making. They feel the staff go 'over and above to make sure their children are well cared for and involved in a wide range of activities'. There are good procedures for staff to develop positive relationships with other early years professionals and settings. The child's key person links to make sure there is a consistent approach and the child can reach their full potential.

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	EY447100
Local authority	Wandsworth
Inspection number	911841
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	53
Name of provider	Lima Carol Parris Nunes
Date of previous inspection	31/01/2013
Telephone number	07984419084

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

