

The Northcote Gardens

67-69 Salcott Road, LONDON, SW11 6DQ

Inspection date

03/10/2013

Previous inspection date

14/02/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 2

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

- Children are happy and settled because they have strong relationships with staff who know them well and provide for their care needs successfully.
- Staff place high priority on children's safety. They demonstrate good knowledge of how to keep children protected from harm and implement this well in their practice.
- Children behave well because staff use a range of effective strategies to encourage positive behaviour.
- Children develop a wide range of physical skills because staff provide a broad variety of opportunities to promote this area of children's learning.

It is not yet good because

- Although some staff use assessment information to plan effectively for children's ongoing learning, this is not always consistent, particularly in the younger children's group.
- Opportunities to provide support and advice to staff are not maximised because supervision is not used effectively.
- There are missed opportunities for children to develop independence skills, particularly at snack and meal times.
- Books available to children are narrow in range and few in quantity, which restricts their engagement with literacy.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation with the deputy manager of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation.
- The inspector had a discussion with management.

Inspector

Jennifer Beckles

Full Report

Information about the setting

The Northcote Gardens Nursery opened in 2010. It is part of The Gardens Childcare Limited. The nursery operates from a converted building situated in Wandsworth Common in the London Borough of Wandsworth. It is open each weekday from 7.30am to 7pm for 51 weeks of the year. Children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and on the compulsory part of the childcare register. The nursery receives funding for free early education places for children aged three and four years. There are currently 112 children on roll in the early years age group. The nursery supports children who are learning English as an additional language. There is a staff team of 26, of whom 22 staff hold appropriate qualifications in early years. Of the staff group, 14 staff have National Vocational Qualifications to level 3; four staff have National Vocational Qualifications to level 2; two staff members have Early Years Professional Status; two members of staff are qualified teachers; and four staff members are unqualified and working towards qualifications.

What the setting needs to do to improve further

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

- integrate the use of assessment information more fully into planning in order for children's individual needs to be met more precisely particularly for children aged under two years
- carry out staff supervision to provide opportunities for staff to discuss issues in confidence and to enable management to identify areas of underperformance in order for appropriate support to be offered.

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

- provide further opportunities for children to develop their independence skills, particularly at meal and snack times
- develop the range of books available to children to enable them to engage with a variety of children's literature.

Inspection judgements

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

Children make steady progress in this bright, warm nursery. Overall, staff plans are based on children's skills and interests and cover areas of learning sufficiently. Generally, children take part in stimulating activities that engage their interest. However, staff do not always use assessment information well to inform planning, particularly for children under two years of age. This sometimes results in the learning needs of children under two years of age not being met precisely. Children have good access to indoor and outdoor play and take part in a balance of adult-led and child-initiated activities. This fosters children's independence and creativity. Children's learning is supported by a range of specialist teachers, including French, drama, sports and dance.

Children recognise their names because they select their name cards each day when they arrive at the nursery. Staff teach children early reading skills through regular sessions which focus on letters and sounds in fun, interactive ways. However, the book corner has few books available to children. This limits children's engagement with stories and their ability to understand story structure and language. Older children explore textures and form as they make collages using leaves they collected from a trip and other interesting materials. Staff support children's learning effectively by talking to children about the different sizes and patterns on leaves. They extend children's vocabulary as they describe different texture of materials. Generally, these experiences help children to learn skills for later use in school.

Younger children learn about simple technology by independently pressing buttons on electronic toys to create different sounds. Staff talk to babies about different animals sounds and teach babies new words to describe the sounds. Staff encourage toddlers to interact by taking part in toddlers' pretend play. They follow the lead of toddlers as they play and talk about colours and quantities to support early counting and creative skills. However, some activities appear a little too challenging for toddlers because staff do not always use assessment information to plan to meet children's needs effectively. Children develop sound physical skills because they have daily gym sessions where they learn to move in different ways using slides, tunnels and action rhymes and songs. Children use a range of apparatus and equipment to balance, run and develop physical coordination skills in the outdoor area. For example, they bounce steadily on trampets and climb across frames competently. Children develop friendships and practise their language skills while they sit and talk on cosy benches. They experiment with design as they build with construction sets, and practise their early writing skills using different tools and materials.

Children who learn English as an additional language make steady progress because staff support them sufficiently. For example, staff learn key words in children's home language and use them alongside English to support children's communication and language development.

Overall, staff have sound knowledge of children's skills and abilities because they carry out regular observations. Staff also review children's art work and play to gauge their

development stage. Generally, staff use this information to plan activities that meet children's needs. Progress checks for children aged between two and three years of age are completed and written summaries are provided to parents.

Staff keep parents informed of their children's progress through day-to-day interaction and through regular parents' meetings. Parents share their observations of their children with staff who use this information to inform planning. This enables parents to contribute to their child's learning

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

Children settle well in this happy nursery because staff find out about their skills and interests when children arrive at the nursery. This helps children to settle well. The key person system is well established and children form secure attachments which supports their well-being. Staff find out about babies' routines, likes and dislikes and incorporate this into nursery practice to keep routines familiar to babies so that settle well.

Staff teach children to take care of their environment and behave in safe ways. For example, children tidy away toys from the floor readily as they sing lively 'tidy up time' songs which remind them of their tasks. They go down the slide in the outdoor area one at a time and walk indoors to avoid accidents. Staff teach children to ask for things politely by singing happy songs to reinforce the importance of good manners. Children have good self-care skills and use the bathroom independently at appropriate times. Children understand the importance of hand washing because staff discuss this with them. Nappies are changed in clean, comfortable areas and supervision of practice is good because two staff are present whenever changes take place. This is recorded and reported to parents so that they are aware of care practices.

Children learn healthy habits because they have daily fresh air and exercise on a range of equipment in the outdoor area. They also develop a wide variety of skills from dance classes provided by specialist teachers, and gym sessions. Children eat healthy meals from appetising menus; special dietary needs are catered for. They eat fruit and vegetable snacks which meet their dietary needs well. Although children feed themselves competently using appropriate cutlery, staff do not make the most of opportunities to support children's independence at meal and snack times. For example, staff pour drinks for the older children and serve food portions to them, when they could learn to do this for themselves and develop skills that will help them in the future.

Staff support children who move to school by arranging visits from teachers of local schools. This helps children to become familiar with school staff so that they settle readily. Children spend time in new group rooms at the nursery in order for them to get used to new routines and the environment. This supports their feeling of security when they join group rooms. Staff manage children's behaviour well because children are clear about their expectations. Staff use praise to encourage positive behaviour and talk to the children to explain reasons why certain behaviour is not acceptable.

Staff teach children about difference and help them to value people from different backgrounds and cultures. They do this by discussing and celebrating special cultural and religious events with children, such as Chinese New Year by making craft items.

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

Staff have completed safeguarding training. As a result they have sound knowledge of how to help protect children from harm and procedures to follow should they be concerned about a child. There are two members of staff with the role of 'safeguarding leads' and they provide extra support and advice to staff. All required policies and procedures are suitably detailed, including those relating to safeguarding and they are implemented well by staff. Management have an effective recruitment process which helps to ensure that staff are suitable for their roles. This involves thorough vetting, induction and probationary periods and this serves to protect children further. The management also understand their responsibility to notify the regulator of any concerns about the suitability of staff that may arise.

Staff have their training needs identified through yearly appraisals and this supports development of their professional skills. For example, staff attended a course in letters and sounds and this led to staff using a wide variety of games to enhance children's early literacy skills. Management has sufficient insight into the quality of staff practice because they spend time observing in group rooms. However, staff supervision is not routinely offered so that staff can gain consistent support and advice. Management reviews learning journals and checks planning, which helps management to ensure consistency of quality. A tracking system to monitor children's progress is in place and this helps to identify some of the gaps in learning. Management devise ways to close gaps in learning in order to support children's progress.

Partnerships are sound. Staff have sufficient links with local schools to support children who move to school. Parents are kept informed of their children's progress and have opportunities to contribute to their learning. Parents spoken to at the time of inspection expressed good levels of satisfaction with the nursery and were particularly pleased by the 'caring' staff group.

Management has sufficient awareness of the strengths and weaknesses of the nursery and has set key areas for development. For instance, management plans to develop further the outdoor area to provide greater learning opportunities to children. The nursery operates satisfactorily and shows sufficient capacity to maintain this in the future.

The Childcare Register

The requirements for the compulsory 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 | EY403074 |
| Local authority | Wandsworth |
| Inspection number | 816211 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 64 |
| Number of children on roll | 112 |
| Name of provider | The Gardens Childcare Limited |
| Date of previous inspection | 14/02/2011 |
| Telephone number | 02079243696 |

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

