

Eastwood Day Nursery & Creche

166 Roehampton Lane, LONDON, SW15 4HR

Inspection date

Previous inspection date

31/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	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

- Children make good progress from their initial starting points as a result of the good opportunities available to them and the valuable support from staff.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and grow in self-assurance.
- Partnerships with parents are good and information is shared about the children's progress to keep them informed.
- Children enjoy being able to flow between the inside and outside play areas enhancing their independence skills.

It is not yet good because

- Some routines are not fully organised to support all children's learning when moving between different activities and waiting for activities to start.
- At times, children's need to explore is curbed because they are not able to mix resources in their play.
- Risk assessments are not robust enough to ensure consistency to children's safety in terms of leaving the building unsupervised.

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.

Inspection activities

- The inspector observed activities in the main playrooms and the garden.
- The inspector spoke with the manager, provider and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector checked staff's disqualification and barring checks and the settings safeguarding policies and procedures. As well as partnerships with parents.
- The inspector carried out a joint observation with the manager.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Eastwood Day Nursery & Creche has been registered since 2008. It is part of a children's centre. The nursery operates from purpose built premises, in Roehampton, which is within the London borough of Wandsworth. The area is well served by public transport and the nursery is within walking distance of shops and local amenities.

The nursery is registered on the Early Years Register and the opening hours are 8am to 6pm, Monday to Friday, throughout the year. There are currently 77 children on roll all in the early year's age range. All 15 staff hold a relevant qualification in childcare and education. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It also receives funding for two-year-olds. The nursery currently supports children with special educational needs and /or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised, in particular regard to children leaving the premises unsupervised.

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

- reorganise routines better so children are occupied when waiting for activities to start and before meal times
- allow children to use resources in different learning environments and to enhance the way in which children are questioned in order to promote further their learning and development.

Inspection judgements

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

The quality of teaching is good; as a result, children are progressing well towards the early learning goals. Planning is effective in helping children make good progress in their

learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. This is used successfully to identify whether children require any support or extra challenge in their learning experience. Parents are invited into the nursery to talk with the staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of care for the children. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents. This enables them to see the progress their children have made.

Learning is promoted because staff provide a good range of activities and experiences covering all areas of learning. This supports children, as activities are interesting and individualised to meet specific learning needs due to the planning in place. Overall, children are prepared well for the next step in their learning.

Staff support children well when moving between base rooms and carry out these according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff work closely with the teachers to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning. Children enjoy snuggling into staff when tired and needing some reassurance during play.

Staff support very young children well with new emerging skills such as walking or crawling. Staff make sure floors are kept clear to allow children to practise this new skill and develop their physical skills. Babies enjoy exploring the sensory areas and learning new skills such as pressing buttons to make lights flash. This enhances their understanding of the world. During outside play, some children are stopped from moving toys to play in different areas. As a result, children are not fully able to experiment with how cars move in certain ways, such as down a slide. Also, staff are not fully questioning the children during their play or using descriptive words. As a result, staff are not able to fully promote children's overall thinking and understanding of what is happening during the activities.

Children enjoy having unlimited access between the inside and outside play areas. They play between both areas and enjoy using the large climbing equipment to enhance their physical development. Staff encourage the children to play outside, but if they would rather stay inside staff stay with them and encourage their learning inside. This enables the children to choose where they want to carry out their learning.

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

Children are happy and settled in the nursery. They have secure bonds with the staff, which builds their self esteem and their confidence. Children enjoy snuggling up to the staff for cuddles, reassurance and support, for example. Staff teach children about healthy lifestyles by encouraging children to become involved in serving their own meals and through daily opportunities for exercise. Children need little reminding of the importance of hand washing and are skilled in turning the tap on in the bathroom to wash their hands

after messy activities and before they have snack.

Children learn how to keep safe. They participate in regular fire drills that allow them to learn what to do in an event of emergency. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. Given the children's ages and stages of development they behave well. However, a child has managed to leave the setting unsupervised. The manager has made changes since this incident to support the children's safety, such as changing door handles to make them higher. As a result, at the time of the incident risk assessments were not fully effective in promoting safety for all children.

Children have freshly prepared meals which they are able to serve themselves. However, at times before some meals are served and before some activities the lack of organisation means children are left waiting for extended periods without anything to do. As a result, some become restless. Staff generally talk to the children about the food they are having. Staff are good role models as they sit and eat with the children to show them how to use the cutlery correctly. Regular nappy changes take place. This promotes the children's health and well being.

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

Managers demonstrate a sound understanding of the learning and development and safeguarding and welfare requirements. This inspection was brought forward as concerns were raised about partnerships with parents and the amount of time children spend playing in the garden. A notification was also raised by the manager regarding a child leaving the setting unsupervised. The inspection found that although the manager had looked into how the child left the setting, it was not fully investigated as part of the risk assessment process. As a result, it is unclear the full action that needs to be taken as a result of the incident and what actions have been put into place since, such as extra training for staff with regards to supervising children. Although this is a breach of requirements, the manager has made some changes, such as changing door handles and asking parents to make sure they are aware of what children are leaving with them. The manager shows a positive approach to making changes and improvements. The inspection also found staff work very closely with parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with parents and carers if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides good continuity of care and learning for all of the children.

Robust recruitment procedures are in place to check the suitability of all staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. Children are safeguarded because they are cared for by staff who understand safeguarding procedures and know what to do if they have concerns about a child in their care. Staff benefit from regular appraisals and managers keep track of staff development to promote their training needs. Staff attend

regular training to enhance practice and promote children's learning and welfare. A robust induction system is in place to support all new staff who work in the nursery. Staff are effectively deployed around the nursery to maintain ratios. Staff successfully evaluate their planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the evaluation to bring about the best possible outcomes for children.

The nursery's self-evaluation of practice is good. Staff involve parents by gathering their views on the service they provide. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are very responsive to the users of the service that they provide. The nursery also works closely with the children's centre teacher and staff to complete development plans. They have clearly defined targets set that they work towards. The provider is fully involved in all aspects of the evaluation to bring about the improvements.

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	EY370392
Local authority	Wandsworth
Inspection number	941267
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	75
Number of children on roll	77
Name of provider	Eastwood Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	02088 763976

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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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