

Foreign And Commonwealth Office Nursery

King Charles Street, London, SW1A 2AH

Inspection date	14/11/2013
Previous inspection date	24/04/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children play in a highly stimulating environment where staff have an excellent understanding of how children learn. This significantly enhances children's prospects to make exceptional progress.
- Close relationships and attachments with staff ensure children are very happy and secure which makes children very confident and fully involved in group activities.
- Children's safety and security is a prime focus. All staff know how to keep children very safe both inside and when on outings. Entry systems to the setting are extremely robust and all visitors thoroughly checked through a double reception process.
- The management team and setting manager ensure all staff receive a high level of support through the system of supervision, appraisals and on-going training.
- The exceptional strength in the parent/practitioner partnership is highly effective in promoting children's wellbeing through continuous care and smooth transitions to each room and their reception class.

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 observed activities in all playrooms and accompanied a small group on an outing.
- The inspector looked at children's assessment records, evidence of staff suitability and a range of other documentation, including recording of accidents and risk assessments.
- The inspector took account of the views of parents spoken to on the day as well as the information in the self-evaluation.
- The inspector held discussions with the management team, staff and children throughout the inspection.

Inspector

Gillian Cubitt

Full report

Information about the setting

The Foreign and Commonwealth Office Nursery opened in 2001. It is one of several settings owned and managed by Bright Horizons. It is set in a government building within the City of Westminster, Central London. All children in the nursery have parents who are government employees within the Foreign and Commonwealth Office. Children have the use of three open plan rooms, which children access via a lift. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. There is no direct access to an outdoor area, but children are taken outside each day.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 63 children in the early years age group on roll. The setting is in receipt of funding for the provision of free early years education to children aged three and four. The nursery currently supports children with learning difficulties and also supports children who speak English as an additional language.

The nursery employs 18 members of staff, including bank staff. Of these, most hold appropriate early years qualifications at degree level to level 2. Some members of staff are also working towards a higher qualification.

What the setting needs to do to improve further

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

- continue to embed the self-evaluation and reflective practice of staff by developing their skills in observing each other as part of their individual professional development.

Inspection judgements

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

Children make rapid progress in their communication skills, vocabulary and language. This is because staff have well-planned and purposeful activities where they constantly talk to and converse with the children. Babies' faces light up with smiles and interest in response to the caring attention from their key persons. Staff extend older children's language by creating exciting opportunities for children to talk about their experiences. Children use their imagination to create a home for 'Candyfloss' their health and safety mascot. Younger children learn new words as they talk about the bubbles they create when splashing water. Staff say simple words for children to repeat such as "pop, pop" as children burst the suds. Toddlers become proficient in using tools for rolling dough and explain the shapes they make such as butterflies. Older children benefit from the use of

technology such as the computer where they master mouse control and develop their critical thinking to solve simple problems. All children enjoy looking at books and listening to stories with staff. They demonstrate high levels of concentration and ability to ask staff questions, which shows their confidence and understanding of the subject. All children make use of the wide range of resources to enhance their early writing skills. Babies make marks in paint with their feet and hands whilst older children help themselves to crayons and pencils in creating their own pictures. All older children recognise their names on their pegs and placemats and their emerging writing skills are evident in the displays of work on the nursery walls..

Children's awareness and understanding of the wider world is a particular strength of this nursery. Because of the location of the setting, the children benefit from the significant events that occur in the centre of London. For example, they visit Downing Street and learn who lives there and they learn about the commemoration for 'poppy day' at the Cenotaph. Children share their experiences of visiting other countries with their friends through the eyes of the nursery bear, which brings the wider world into the nursery-learning environment. Children also make constant use of cameras to take photographs of what interests them to aid in their discussions about what they see and show their level of understanding.

Staff accurately monitor children's progress from the first day they start. They acquire detailed information from parents, which provides staff with a clear baseline for their learning. Staff know children extremely well which means they are precise in tracking children's development and progress. The children's journey books are colourful and very informative which both children and parents enjoy viewing. Parents often add their views, which show how children are learning at home as well as in the nursery. Key staff demonstrate depth and a unique knowledge of individual children in their accurate completion of summative reports, as well as the progress checks at age two. The close attention to monitoring of children's progress enables staff to provide additional support for children to help them overcome some difficulties. Staff provide interesting and challenging experiences for all children, including children with special educational needs and/or disabilities and those who speak English as an additional language.

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

The highly effective key person system means that every child receives individual attention and staff know the children extremely well. When the main key person is not present the 'buddy' steps in to continue with the child's care and education without interruption. Children and parents therefore, develop a strong bond, which ensures children feel safe and enjoy their time in the nursery. The open plan layout of the rooms enables the children to see each other in different areas. This means that younger children also have the reassurance of seeing their older siblings nearby, which also helps them to settle quickly. Staff are positive role models and work exceptionally well as a team. There is strong emphasis on helping children to learn to share as well as guiding them in self-reflection on how their behaviour affects others.

Children quickly become independent in managing their own hygiene and personal needs. They confidently ask staff for more toilet rolls when they see them running low, for example. Staff sing to babies during nappy changing time, which makes the occasion a pleasant experience. Babies laugh as they handle play resources and show happiness and contentment when they are clean. Children enjoy eating tasty, nutritious meals and staff take special care to note children's dietary needs. The system of coloured placemats for children's diets ensures that there is no element of error. Children's enjoyment of the outside areas is a particular strength. Although the setting does not have an outside play space, staff organise daily outings for all children, including babies. They dress up with appropriate clothing and see the local sights in London, visiting such places as Trafalgar Square and St. James Park. Children's safety is of the highest priority. Children know they must wear their high visibility jackets and all walking children hold hands and recognise their wristbands are there to keep them safe. They cross the roads in safety learning how to press the traffic stop button and show their understanding as they exclaim 'it is green', which informs them they can cross in safety.

Staff give priority to the organisation of the children's day to provide babies time to rest at times to suit them in their peaceful sleeping room. They settle quickly whilst being soothed to the gentle sounds of nature and waves of the sea. All children have maximum opportunities to explore and play inside as well as enjoy the delights and stimulation from the parks and events that arise in the centre of London. Children become confident communicators and adapt rapidly to the changes within the daily routines. This also prepares children for their move to their respective reception classes when they leave the nursery. Thorough final assessments and contacts with schools, where appropriate, also support children's move to school. Parents comment on their children's brilliant social skills, which ultimately helps them to prepare for this major move.

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

The leadership and management of this nursery are inspirational and highly effective in ensuring that staff practice makes a real difference to the children who attend. This is because the manager has a passion and vision to deliver the Early Years Foundation Stage. She focuses on how staff are implementing the programme through constant monitoring of staff practice. Regular supervision and staff appraisals also ensure that staff performance continues to be at a high level. The introduction of observation practice between staff members to improve their individual reflective practice is still new and continues to be a challenge to drive improvement. Nevertheless, the manager and staff use creative motivational themes such as 'growing readers, writers, mathematicians and scientists'. This helps staff to focus on stimulating activities. There is great enthusiasm from both staff and children and they make the best of their early potential as they contribute their ideas.

The robust system for recruitment of staff, which includes their suitability checks, means that all staff are suitable for their role. All new staff members have a comprehensive induction programme to the nursery to ensure they are very confident in their

responsibilities of their role. This includes initial foundation training on child protection. Staff review this constantly during staff meetings as well as completing online training and child protection courses with the local authority. This ensures that all staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child.

The security of the setting is particularly robust with visitors undergoing rigorous identity checks prior to entry. There are also excellent risk assessments prior to children going on outings. There is a wide range of policies, procedures and records, including the effective analysis of accident records to link with the risk assessments for children's safety.

The partnership with outside agencies is very strong and greatly supports children's progress. The manager regularly attends local authority meetings and works with health professionals where children need extra support. The partnership with parents is enhanced by the parent committee, which contributes to the existing strong relationship. All parents work for the same organisation and are close by in the event of an emergency. Parents also have the benefit of visiting their children during day and catching up with their activities. Parents enjoy participating in charity events. For example, the exciting auction of their children's work made children feel proud that their work is helping others who are less fortunate. Parents are highly complimentary about the staff and consider that their children make exceptional progress because of their attendance at the nursery.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY256371
Local authority	Westminster
Inspection number	941400
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	63
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	24/04/2009
Telephone number	020 7008 4136

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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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