

Baby Room Balham

22-23 The Boulevard, 205 Balham High Road, LONDON, SW17 7BW

Inspection date

03/01/2014

Previous inspection date

16/09/2011

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 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 requires improvement

- Staff keep children safe because they have received safeguarding training and are aware of procedures to follow should they be concerned about a child.
- Children have warm, happy relationships with staff and this contributes positively to children's well-being.
- Parents are kept informed of their children's progress and have good opportunities to contribute to their learning.
- Staff manage children's behaviour effectively because they use praise to motivate children to behave well.

It is not yet good because

- Staff do not integrate children's assessment information with planning fully, which means that children's learning needs are not met as well as they could be.
- Older children do not have sufficient opportunities to recognise their names, and there are missed opportunities for children to learn about letters and words from their environment.
- Links with schools are not as developed as they could be to support children who move to school.
- Evaluation of the nursery does not fully reflect parents' views and does not accurately identify key priorities for development of the nursery.

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 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 held a discussion with management and sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Baby Room Balham nursery has been opened since 2011. It is one of four nurseries and operates from a detached purpose built building in Balham in the London Borough of Wandsworth. There is direct access to a garden for outdoor play. The nursery is open Monday to Friday from 8am to 6.30pm. It is open all year round except for one week at Christmas and on public bank holidays. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are 58 children on roll in the early years age range. The nursery receives early years education funding to provide free early education for children aged three and four years. The nursery supports children who learn English as an additional language. The nursery employs 13 members of staff who work directly with the children, all of whom hold appropriate early years qualifications. This includes two staff who hold Early years Professional status, two staff who hold Early Years degrees, which includes the manager, six staff who hold level 3 early years qualifications, and two staff who hold level 2 early years 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 on children more fully with planning in order for children's individual learning needs to be met more precisely
- develop the programme for literacy by providing more opportunities for older children to learn to recognise their names and providing a more literate environment so that children see letters and words around them.

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

- develop evaluation of the nursery so that it includes views of parents and accurately identifies key goals for improvement
- develop links with local schools to support children who move to school.

Inspection judgements

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

Overall, children needs are met sufficiently because staff plan a sound variety of interesting activities that cover the areas of learning. Staff encourage children's

independence and free choice by enabling children to create their own play from a variety of resources. This is balanced by structured activities led by adults to support their learning sufficiently. Children's learning is enhanced by regular visits from specialist teachers, such as music and rhyme sessions where children learn different musical sounds, rhythms and beats, and tennis sessions where children learn physical coordination skills. In general, children make steady progress in their learning and development.

Children learn a range of skills as they play with dolls in a water tray. For instance, staff teach children the names of different body parts as they bathe dolls in soapy water. Children develop small muscle control while they use cloths to scrub the dolls clean. Staff support children's counting skills by asking them to count the number of cloths in the bath tray. Children express their creativity using glitter, crayons, coloured pens and pencils. They concentrate well and make recognisable pictures by making a range of marks on paper. However, older children do not have sufficient opportunities to recognise their names. There are missed opportunities for children to learn to recognise letters and to become familiar with print in the environment. This does not fully promote children's literacy skills. Staff support children's counting skills effectively. For example, children learn to match written numerals to correct quantities as they complete puzzles. Staff support children to do this by asking them to count the number of items and to find the corresponding number. Staff help children to develop an understanding of story structure as they read stories to children in lively tones and encourage children to interact with the story through use of story props. Overall, these experiences help children to develop a sound range of skills for later use in school.

Staff provide a range of activities that stimulate babies' senses. For instance, babies trace patterns in thin layers of flour and enjoy exploring the texture of flour while they make marks. They develop small muscle control as they use large brushes to spread paint across paper. Staff support babies' physical development by providing large soft play cushions, which babies climb and clamber over and under. They develop a good range of physical skills. In the outdoor area, older children climb up ladders and go down slides and use a few wheeled toys to learn to balance and ride. However the outdoor environment for older children is underdeveloped and lacks challenge but management has recognised this and it is a key priority for development.

Staff have sound knowledge of children's skills and abilities because they carry out regular observations of children and collect evidence of their progress. However, this information is not always used to inform planning and, as a result, children's individual learning needs are not always precisely met. Staff carry out progress checks for children aged between two and three years and written summaries are provided to parents. Staff support children who learn English as an additional language effectively because they learn key words in children's home languages to help them to feel valued and understood.

Staff keep parents well informed of their children's progress in a variety of ways. Staff provide daily written feedback which provides details of care and learning activities. Staff hold regular parents' meetings where children's progress is discussed and assessment records are reviewed. Parents also talk to staff on a daily basis where information relating to children is exchanged, such as parents sharing observations of their children with staff.

This provides good opportunities for parents to be involved in their children's learning.

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

Children are relaxed and happy in this warm, caring nursery. They feel secure and confident because they have good relationships with staff who know them well. For example, staff find out about babies' individual home routines and implement this in the nursery in order to support babies to settle readily.

Overall, the nursery is organised and resourced sufficiently. Children are beginning to learn to take care of their resources and the environment by tidying up the nursery. Children learn how to be safe because staff teach them how to use tools and materials, such as how to carry scissors safely. Older children are developing sound self-care skills because they are learning to use the bathroom independently and to wash their hands at appropriate times. Staff support younger children as needed. Staff change nappies in bright, clean and comfortable areas and this contributes to children's health and well-being.

Children are beginning to learn self-help skills by serving themselves and pouring their own drinks at meal times. Older children help to lay tables and staff encourage the children to take turns as they select food of their choice at meal times. Meals are nutritious and cater for special dietary needs. Children are beginning to learn healthy habits because they take daily fresh air and generally sufficient physical exercise in the outdoor area, or at the nearby park where they practise a range of physical skills.

Staff manage children's behaviour effectively. Staff have clear expectations of behaviour which they share with the children and reinforce through pictures on display. Staff use praise to motivate children to behave well. This results in children's good behaviour. Staff help children to settle well in new group rooms in the nursery by enabling children to spend time in rooms to get to know staff and new routines. Although staff talk to pre-school children about moving to school, links with local schools are underdeveloped. This is a missed opportunity for staff to form links with schools to provide support to children who move to school.

Staff teach children about difference by celebrating and discussing special cultural and religious events. For example, children make craft items to celebrate Chinese New Year.

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

Management has a sound awareness of their roles and responsibilities in regard to the requirements of the Early Years Foundations Stage Framework and this supports children's safety effectively. Staff are vetted sufficiently for their roles and this helps to protect children from harm. Staff have a good knowledge of how to keep children safe, for instance staff carry out regular fire drills so that children and staff can evacuate the

premises efficiently, if needed. All staff have received safeguarding training and know procedures to follow should they be concerned about a child.

Staff have their training needs readily identified through yearly appraisals and this helps to improve performance. For instance, staff recently attended a course on understanding two-year-olds and this led to greater awareness of their stages of development and effective ways to manage their behaviour. Management has a sound awareness of strengths and weaknesses of staff because staff are supervised regularly and appropriate support is offered, as necessary.

The management team spends time observing staff practice and this provides sound insight into the quality of care given by staff to children. The team reviews planning and assessment records and has a developing awareness of some of the issues related to planning identified during this inspection. Staff are beginning to develop some awareness of children operating outside of expected levels of development because tracking systems have been recently introduced. Staff are beginning to devise ways to close gaps in learning, where identified.

Partnerships are effective. Staff work well with parents and keep them informed of their children's progress in a variety of effective ways. Parents have good opportunities to contribute to their children's learning. Staff have formed links with the local authority who provide support and advice on early years matters.

Management has some awareness of the strengths and weaknesses of the nursery. For example, it has identified that the outdoor area needs to be developed to provide more challenge to older children. However, evaluation of the nursery is not robust because it does not provide an accurate overview of the most significant areas of development. The nursery operates satisfactorily and has sufficient ability to maintain this in 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	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	EY423833
Local authority	Wandsworth
Inspection number	816568
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	58
Name of provider	Baby Room Nurseries Ltd
Date of previous inspection	16/09/2011
Telephone number	0207 622 2566

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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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