

Portobello Day Care Nursery Ltd

244 Acklam Road, London, W10 5YG

Inspection date	21/01/2014
Previous inspection date	28/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Strong partnerships with parents are developed through frequent communication. Information is continually gathered and exchanged for the benefit of each child's care, learning and development.
- Children are happy and settled in their play. They are keen to join in and learn new skills provided by the well qualified staff who understand how children learn through good play opportunities.
- Children develop strong bonds with all staff and are cared for in an organised, well planned, stimulating yet nurturing environment.
- Staff have an excellent understanding of children's communication and language development.

It is not yet outstanding because

- There are fewer strategies in place to fully support children's move to their next setting or school.
- Children's understanding of the effect of physical activity on their bodies is not always fully promoted.

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 looked at all children's and staff records
- The inspector looked at a selection of policies
- The inspector tracked two children and spoke with key persons
- The inspector spoke with manager, staff and parents
- The inspector observed staff interaction during adult led and child initiated play

Inspector

Rosie Bloomfield

Full report

Information about the setting

Portobello Day Nursery is privately owned. It was registered in 2004 and operates from one room in the Muslim Heritage Centre in the Ladbroke Grove area in the Royal Borough of Kensington and Chelsea. The nursery is open each weekday from 8.30 am to 5.45 pm for 50 weeks of the year. Children have access to a secure, enclosed, outdoor play area. There are currently 17 children in the early year's age range on roll. The nursery supports children with learning disabilities and children who are learning English as an additional language. The nursery gets funding for free nursery education for children aged two, three and four.

The nursery employs five staff; most work on a part-time basis. All of the staff working directly with the children including the manager hold appropriate early years qualifications. The nursery receives support from the local authority early years advisers and speech and language team.

What the setting needs to do to improve further

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

- fully support children's transitions on to their next setting or school
- provide more activities that support children's awareness of the effects of physical activity on their bodies.

Inspection judgements

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

Children are happy and settled as staff ensure the room is thoughtfully laid out, well-resourced and meets the needs of the children who attend. Children move happily around the setting choosing what they want to play with indoors and out. Staff have a good knowledge of each child, what they like to do and ensure there are a range of activities and equipment for all children to access that interests them. For example, children play with the trains and tracks whilst other children enjoy playing in the sand which is made available outdoors. This means children are actively engaged for the vast majority of time at the nursery. Good staff knowledge of child development means they are able to provide resources and activities that meet each of the children's needs and help them learn. Staff refer to recognised guidance about child development to ensure all areas of learning are covered. As a result, all children are making good progress in their learning. Staff take many opportunities throughout the session to join the children's play and make it purposeful. For example, when children begin to break up the train tracks staff join the

play and talk about how the trains now have nowhere to go. They ask the children if they can make the track go somewhere else and support them to re-join the tracks together.

Children's communication and language skills are well supported. Home languages are respected and as a team, the staff can speak most of the languages children speak. They further support this by using both pictures and simple Makaton signs and use home languages alongside English to help children understand daily routines. As a result, children learning English as an additional language make good progress in their learning. Staff use ideas from the Speech and Language Team to introduce new activities that encourage children's speech and language development. For example, staff use commentary when playing with children who have limited or no language. For more able children, they have introduced 'talking boxes' that contain photographs and items of interest from activities and outings carried out in the setting.

Imaginative play is well supported with resources that encourage children's play ideas such as a home corner and a well-resourced and accessible small world and construction area. Staff show good awareness of when to leave children and when to intervene in their play to extend the experience. For example, in the outdoor area children have access to a hairdressing area where they can brush and style models hair and observe what they are doing in a mirror. Children remain engaged in activities such as this for a good period of time. There are timely interventions from staff who encourage shared play by modelling how to use the brushes and talk about what they were doing. This helps children to stay involved in activities and learn how to use equipment correctly.

Children have experience with mathematical language and science concepts throughout the session. For example, when making playdough, children are encouraged to match actual items to pictures on a simple recipe card. Staff ask questions, for example about how many cups of flour are needed, and support children to measure out the correct amount, using language such as empty and full. Children are encouraged to take turns at stirring by counting to ten as each child stirs the mixture. Staff add language such as lumpy, smooth and runny to further enhance the experience. They talk to the children about how cooking the mixture will make it thicker and turn it into playdough. In this way children begin to have an awareness of numbers and what happens when they mix different materials.

Parents are kept fully informed about their children's progress through both formal and informal discussions. Staff also complete a progress check on children between the ages of two and three. This serves as a good benchmark for staff when monitoring children's developing skills and it shows if they are making good progress in all areas of learning. Parents are invited to add comments to the progress check and regular report sheets allow them to see what their children have been doing at nursery. Consequently, children's learning is effectively promoted in partnership with parents and parents able to support children's learning at home.

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

Children are helped to feel secure by kind and helpful staff. Staff find out about children's backgrounds and needs through discussions with parents and settling in observations. Children are happy with any member of staff, not just their key person, demonstrating positive relationships. Positive relationships between children, staff and parents enable children to feel secure and develop a strong sense of security, and they are confident in the setting.

Staff have a good awareness of what children need when they come into the setting each day and they help them settle at an activity. Children develop a good understanding of how to behave kindly towards each other because staff teach them to be thoughtful and considerate. Staff teach children to take turns in their play. They offer reassuring support to new children who are settling in. Praise and encouragement from staff ensures children develop high levels of positive self esteem. As a result, children are well mannered and mostly follow simple rules. Staff are well deployed and have a good awareness of what is going on around them even when playing with one child. They work and communicate very effectively as a team. Consequently, they are attentive to all children's needs.

Children have access to drinking water throughout the day and staff are good at reminding them to have a drink. Children wash their hands before meals and snacks. They cut their own bananas and peel their own oranges at snack time. This helps them develop their self help skills. The setting promote healthy eating and have recently taken part in a 'healthy eating' project. Therefore all meals and snacks contain a well balanced and healthy diet. Children have regular access to a well-resourced outdoor area. They have plenty of opportunities for fresh air and have space indoors and outdoors to take part in both large and small physical play such as bouncing on spacehoppers and playing ring games. However, staff do not take opportunities to make children aware of the effect of physical activity on their bodies to increase their understanding in this area.

Staff show good safeguarding awareness, for example how to record accidents and what to do if they have concerns about a child. Daily checks are carried out to make sure that everything the children come into contact with both indoors and outdoors is safe. This includes checks made before children go on outings in the local community. This allows children the freedom to play in a safe and secure environment and enables them to manage their own risks, for example by moving freely between indoors and outdoors or moving equipment safely around the room. Children's behaviour shows they feel safe and secure in the setting as they learn how to follow rules.

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

Leaders and managers demonstrate a good knowledge and understanding of the welfare and learning and development requirements. There is an effective procedure for safeguarding children's wellbeing and staff are aware of what to do if they have concerns about a child's welfare. Staff are familiar with and follow safeguarding procedures. Security procedures are in place to ensure that no one can have unsupervised access to the nursery and the children. For example, a buzzer entry system means that staff have to

check who is at the door before opening it. All visitors are escorted in and out. Children's safety is given high priority with effective measures in place to keep them safe. Good staff deployment and ratios means that children are closely supervised by suitably qualified staff. All staff understand their roles in keeping children safe. The manager has high expectations for the quality of the care that is provided for children and their families.

Thorough recruitment procedures are followed to ensure people employed to work at the nursery are suitable to do so. Staff receive a thorough induction when they start. Staff performance is monitored through regular supervision and annual appraisals. The manager oversees the key persons records of how children are developing through regular opportunities to speak to staff individually. The manager also checks that all children in the setting are making progress by noting their starting points and tracking them at various times throughout the year.

The manager and her team are reflective and aware of areas for development as well as strengths. Staff have the opportunity to contribute to self evaluation through discussions at staff meetings. Parents are asked for their thoughts on the nursery provision via questionnaires and at parent meetings. This enables the manager and her team to reflect on all areas of the provision and incorporates the views of all stakeholders into an ongoing self evaluation process. The manager is beginning to make links with the children's next setting by sharing information with them. However, children only have limited awareness of what their new surroundings will be like.

Parents spoken to were extremely happy with their children's care, learning and development. They spoke very highly of the setting and how they recommend it to others. They state that their children are well supported to settle into nursery and that they are progressing well. Parents are fully consulted with and involved in new initiatives such as the recent healthy eating project, where parents were invited to take part in a vitamin D awareness session, along with staff. The manager and her staff have forged excellent partnerships with parents that benefits children's overall care and development.

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	EY296614
Local authority	Kensington & Chelsea
Inspection number	940464
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	10
Number of children on roll	17
Name of provider	Portobello Daycare Nursery Ltd
Date of previous inspection	28/04/2010
Telephone number	020 8962 9306

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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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