

Lavender Hill Day Nursery

Asda Stores Ltd, 204 Lavender Hill, LONDON, SW11 1JG

Inspection date	10/02/2014
Previous inspection date	11/10/2012

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

- Staff provide a warm and caring environment. This helps children to settle quickly because of trusting relationships developed between them, staff and parents. This helps children to feel safe and secure.
- Children are motivated by the ways activities are presented throughout the nursery. They are totally engaged in their learning and make good progress, taking into account their starting points and capabilities.
- The effective monitoring and tracking systems used ensure that targets for future development are identified and continuous improvements are made. This ensures that the nursery continues to provide good quality care and education for all children.

It is not yet outstanding because

- Staff interactions do not consistently maximise on opportunities to extend children's learning and promote their critical thinking.

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 had a tour of the nursery with a member of staff.
- The inspector took account of the views of parents on the day of the inspection.
The inspector looked at various documents, including policies and procedures, risk assessments, staff training information, records of children's progress and evidence of the suitability of staff.
- The inspector held discussions with the manager and provider throughout the inspection and completed a joint observation with the manager.
- The inspector held discussions with key persons and staff.

Inspector

Jane Franks

Full report

Information about the setting

Lavender Hill Day Nursery is one of eight nurseries run by All About Children Ltd. It opened in 2011 and operates from four rooms within purpose built premises. It is located in the grounds of Asda supermarket, Clapham Junction in the London Borough of Wandsworth. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area. There are currently 88 children aged from six months to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who are learning English as an additional language. The nursery is registered on the Early Years Register. The nursery employs 18 staff; all hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- provide greater consistency in staff practice to enhance children's communication and language development; for example, by using more open questions to extend learning and allow children enough time to gather their thoughts and respond through gestures or through verbal communication.

Inspection judgements

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

Children are very well supported in their learning and development. Staff are fully aware of the individual needs of each child. They provide exciting and interesting experiences which motivate children and enable them to take an active part in their learning. For example, staff follow children's interests in animals and insects to support mathematical development, counting spider legs, for example. They extend this further by incorporating this into sand play supporting sensory development and investigation skills. As a result, children show high levels of involvement and focus on activities for extended periods of time.

Staff are well deployed, enthusiastic and eager to help all children settle into the nursery. They provide a balance of adult-led and child-initiated experiences and support children to choose their own activities. Children are able to find the equipment they require and make independent choices from the wide selection available. For example, they find small world people to add to their imaginative play. This is because the indoor environment contains resources which are appropriate, well-maintained and accessible for all children. Children learning English as an additional language are equally well supported. Staff obtain key vocabulary from parents and carers and provide opportunities for children to develop and

use their home language in play and learning activities.

Staff encourage and support children's responses to picture books and stories as they read to them, through discussion about dinosaurs, for example. Children eagerly sit alongside others and independently select their own books. Older children are beginning to link sounds to letters and some are naming and sounding the letters of the alphabet as they practise their writing skills, in preparation for school. Babies and younger children have opportunities to make marks as they engage in messy play activities, such as sand play. Staff support children in understanding mathematical concepts. Children learn about shapes as they engage in sponge painting and use numbers as they count while building towers. Babies explore and investigate a vast range of resources that help to promote their physical skills. They have space indoors to move and crawl. They develop their small muscle control as they press buttons on interactive toys.

The quality of teaching is good. Staff have a good understanding of how to promote the learning and development of young children and as a result, children make good progress in their learning. Staff have high expectations of all children, including those with additional needs, as they complete a range of good quality assessments which track their progress over time. Staff introduce new words in the context of play and activities. Children learn about shape, size and colour as they engage in peg pattern making. However, occasionally staff do not ask open questions to extend children's learning and give children enough time to respond and think fully about what they want to say. This means their learning in this area is not always as well supported as possible. However, overall staff have high expectations and successfully challenge and meet the needs of all children. Individual learning journal files and summaries of learning are completed for all children. Parents have access to this information which keeps them informed of their child's progress. Key persons discuss children's progress verbally and at parents evenings, for example; this helps parents to be involved in their children's learning.

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

A well-established key person system is in place which helps children to form secure attachments and promotes their well-being and independence. Children are happy and enjoy what they are doing at nursery and like to cuddle into their key person throughout the day. Effective settling in procedures help children settle in the nursery and promote their well-being. For example, parents complete an 'all about me' form about their children's individual needs which may impact on their care or learning. Children have three settling-in visits which can be extended to meet their needs and ensures a smooth transition from home to their care. A stimulating, well-resourced and welcoming environment is provided which supports children's all-round development and emotional well-being. Effective care routines are in place, changing nappies on a regular basis, for example. Children develop independence as they are able to find what they need; they incorporate scissors into their play dough activity, for example.

Staff have a good understanding and give high priority to the safety of children. They are fully aware of safeguarding policies and procedures and know what action to take in the

event of a safeguarding concern. Children's exceptional behaviour shows that they feel safe in the nursery. Staff have a calm and consistent manner with the children and follow sensitive behaviour management procedures. Staff comfort children when they are tired and a calm and soothing environment is created when children need to rest. Children become familiar with routines, for example, they help to put toys away prior to their snack. Staff encourage children to manage their own hygiene and acknowledge and encourage their efforts to manage their personal needs, washing their hands and feeding themselves, for example.

Children develop an understanding of a healthy diet as they are provided with balanced and nutritious meals, snacks and drinks. The nursery provides a wide variety of meals for children which are freshly prepared on the premises. Older children help themselves to fruit during snack time and serve their own meals promoting future life skills. Children enjoy fresh air and exercise in the outdoor play area. They can run freely and enjoy physical play. They like to use ride on toys, negotiating the outdoor play space with control. Children are supported well in their transition to school. Teachers from feeder schools visit the nursery. Parents comment on the good progress their children have made since starting the nursery. Children are also well supported as they move groups within the nursery. This is due to good settling in procedures and relationships formed with their key person as they move into a different room.

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

The manager and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. A range of appropriate policies and procedures support children's safety and welfare in the setting. Robust procedures ensure the safe recruitment of suitable and qualified adults to care for the children. Staff's ongoing suitability is monitored through the manager carrying out three monthly supervisions. This gives them the opportunity to discuss any concerns about performance and any training and development needs.

The manager has a good overview of the curriculum and monitors educational programmes to ensure children are helped to make progress in all areas of learning. She has strong knowledge of the Early Years Foundation Stage and uses this well to support her staff. As a result, staff are enthusiastic and clearly enjoy working as part of the team. Planning and assessment systems are monitored effectively and the manager spends time working in all nursery rooms to gain first-hand knowledge about what is working well and address issues raised. Where children have an identified need, staff work with outside professionals, follow their advice and develop an individual educational plan to follow for the children. This ensures their individual needs are met appropriately, which enhances and supports their learning. Parents are pleased with the provision and the progress their children make. They feel they get sufficient information from their child's key person or other familiar staff member on a regular basis.

Staff understand their responsibilities to safeguard children. They capably describe procedures that they would follow, should a concern be raised in order to protect children from harm or neglect. Risk assessments are conducted daily for the premises to ensure that any possible hazards are identified and minimised for children. The manager has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time. She successfully targets aspects for improvement. For example, she identifies that their systems of self-evaluation do not yet comprehensively seek the parents' views. She has clear plans to rectify this, demonstrating a strong drive for continuous improvement.

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	EY425030
Local authority	Wandsworth
Inspection number	940330
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	82
Number of children on roll	88
Name of provider	All About Children Ltd
Date of previous inspection	11/10/2012
Telephone number	0207 9241267

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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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