

Anglo Spanish Day Nursery

152 Clapham Manor Street, London, SW4 6BX

Inspection date

26/02/2014

Previous inspection date

09/06/2009

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

- Safeguarding is given high priority. Staff understand and implement safeguarding requirements consistently which means children are safeguarded well.
- Staff plan a wide variety of activities that encourage children to learn through play. Staff make resources easily accessible, which encourages children's independence because they make their own choices about what to do.
- Teaching is good because all staff fully understand how to promote children's learning and as a result children make good progress given their starting points and capabilities.
- Staff establish effective partnerships with parents so there is a united approach to meeting individual children's needs, extending their learning and helping them make good progress.

It is not yet outstanding because

- Staff do not take all children on outings. This means that although younger children have access to toys, books and imaginative play representing community life, they do not have the benefit of first-hand experiences to support their learning.
- Staff miss opportunities to promote the programme for literacy in the outdoor area.

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 children's play and staff interaction, indoors and outside.
- The inspector talked with available staff and parents, and held discussions with the manager, deputy and owner.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe and maintaining the premises and equipment.

Inspector

Nadia Mahabir

Full report

Information about the setting

Anglo Spanish Day Nursery opened in 1998 and registered with Ofsted in 2001. It operates from a terraced property and an adjoining church hall in Clapham, in the London borough of Lambeth. Children have access to four rooms and a secure outside play area. The nursery is open each weekday from 8am to 6pm all year round. The nursery is registered on the Early Years Register.

There are currently 117 children in the early years age group on roll who attend a variety of sessions. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery supports children who speak English as an additional language. Most staff are bilingual, speaking Spanish and English. Twenty seven staff work with children, the majority of whom all hold early years qualifications. Five members of staff hold qualified teacher status and four members of staff hold relevant degrees.

What the setting needs to do to improve further

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

- enhance the programme for children's mathematical and literacy development by providing further opportunities for children to see and recognise familiar words and numbers, for example by providing these in the outdoor environment to help those children who prefer learning outdoors
- extend the programme for children's understanding of the world to widen their experiences and link these closely with their play, such as by planning outings and visits in the local community so that they can practise skills in real life situations.

Inspection judgements

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

Children are highly motivated and show great enthusiasm as they play and learn. Staff provide a well-resourced indoor environment which they organise effectively. They do this by creating an environment where children may easily choose from a broad range of toys and resources that meet their developmental needs. As a result, children find the equipment they require and make independent choices from the wide selection available. This approach helps children become independent as learners in readiness for their eventual move to school.

Staff teach children good mathematical skills through practical play experiences. They

teach children early mathematical language. For example, children often refer to objects by size and shape, and regularly count spontaneously during their play. Children complete a range of puzzles; build using a wide range of construction and fit shapes into the shape sorter. They use computers effectively and an exciting range of programmable and push-button toys mean that children are developing very good technological skills. All this teaching helps provide children with useful skills for their eventual move to school.

Staff plan experiences that allow children to act out and make sense of the world around them through using their imaginations. Children excitedly use the role play area, for example. They do this independently, dressing up and acting out imaginary scenes as they make each other a 'cup of tea' in the play kitchen. Staff support such play well. They encourage children to engage in conversations which help them develop their communication and language skills. They extend play too, for example by encouraging children to pretend to go shopping. However, staff do not plan similar actual outings to support the children's learning further. This oversight makes it more difficult for children to make the connections between their play and real life situations.

Staff recognise the importance of children's language development and use a range of teaching strategies to build children's vocabularies and confidence in speaking. They teach children to sing songs as they play. Children learn songs in different languages because the nursery has a diverse group of staff who talk to and help children to learn about other languages and cultures such as Spanish, French and Italian. Babies shriek out, babble and laugh as they start to use single words that staff repeat again and again to reinforce their understanding. The staff provide good support for children learning English as an additional language. For example, staff communicate effectively with the children in English and Spanish. In addition, staff ensure that printed text in both English and Spanish is clearly displayed. This helps the children begin to understand that print carries meaning. However, there are few such resources in the outdoor area to help children's literacy development there, particularly for those children who prefer to learn more actively outside. Few number signs are used outdoors either. The more able children handle books with care and enjoy having stories read to them. Older children are beginning to link sounds to letters; some are naming and sounding the letters of the alphabet, gaining skills that will be useful when they move on to school.

Teaching is good too because children are given time to work at their own pace and complete activities to their own level of understanding. Staff sit with them, observe, do not take over or intervene when appropriate and allow them to solve things for themselves. Staff know children well and use this knowledge to plan appropriate, interesting and fun activities for all children. They ensure that the planning of the educational programmes is based securely on assessing what children can do. They build on the information they obtain from parents to get to know the children's interests and abilities through regular short observations. Profiles clearly show how each child will be challenged appropriately across all areas of learning. This system monitors how well children are progressing in each development area. Staff complete the progress check for two-year-old children to identify children's strengths and areas where they make less than expected progress.

Staff give transfers into and out of the nursery the highest priority because they recognise

their importance in children's development. Children therefore settle easily and are prepared well in readiness for the move to school. The staff have established strong relationships with local schools to help make the children's move to school smooth. Staff share information with the reception staff and children attend visits to meet the teachers.

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

Children arrive with great enthusiasm and show confidence as they place their personal belongings on their assigned pegs. The 'key person system', which allocates each child to a particular member of staff who is responsible for them, is effective in meeting children's needs. It helps establish strong attachments between staff, children and their families. This system enables children to feel safe and secure when attending the nursery.

Children make their needs known because they express themselves clearly, learning Spanish alongside English. This enhances both their language development and awareness that people differ. Staff encourage children to understand that everyone is different and all are to be valued. Children develop a good awareness of others' needs and learn to respect each other as individuals. They are developing very good communication skills and are able to ask assertively for help when it is needed. Children's understanding of diversity and difference is further enhanced as they celebrate festivals and special events from around the world. They use excellent resources that reflect positive images of people from different cultures. This ensures that children learn to value aspects of their lives and the diverse society in which they live.

Staff use the available resources and space well, although some opportunities are missed to provide further print resources outside. Babies and younger children play in a separate room, where the staff provision for sensory play is a key strength of the educational programme for under twos. For example, the youngest children thoroughly enjoy participating in experiences such as mixing cornflour with sand as they explore and experiment with different materials, colours and textures. This demonstrates that staff understand the importance of children learning through exploratory play. A well-stocked treasure basket of everyday objects and materials, which all look and feel different, keeps babies' enthralled for ages.

Staff place emphasis on healthy living. The plan routines that support children's access to the stimulating outdoor area throughout the day. Children collect their coats independently and staff give them time and support to put them on before they go outside. Children are active in their outdoor play as they use a good range of equipment, such as hoops, balls and climbing and balancing equipment, which develop their physical skills well. Staff have a good understanding of creating a safe environment where risks are minimised. All areas of the nursery are clean too, which helps staff keep children both safe and healthy. Staff teach children how to keep themselves safe. Children take part in regular fire drills and are gently reminded about safety issues whilst playing.

Children follow good personal hygiene routines, which are promoted by the staff's good role modelling and teaching. Staff provide children with healthy, freshly prepared meals

which the children really enjoy. Staff eat lunch with the children and use this as a wonderful opportunity to talk about food and have conversations with children. At meal times children manipulate tongs and pour their own drinks, demonstrating their developing control and co-ordination, as they make healthy choices from the nutritious fruits and vegetables on offer. These skills prepare children for their move on to school.

Staff help babies to feed themselves and drink from their cups, so they are prepared to the next stage in learning too. Sleep arrangements for children are well-managed and all children are monitored very closely during sleep times to ensure their safety and comfort. Staff show they have a good understanding of the care needs of individual children and parents' preferences to needs are met.

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

The provider makes sure that the manager and staff team have a clear understanding of their responsibility to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. All visitors and parents are greeted at the front door, usually by a senior member of staff. This process helps make sure children are safe in the premises and cannot leave the nursery unsupervised. Staff regard children's safety and security as paramount. They are vigilant in carrying out regular risk assessments and daily safety checks. This care results in children benefiting from a safe and secure environment both indoors and outdoors in which they may play freely. The provider has detailed procedures for vetting and assessing the suitability of staff. Clear induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively. The manager is clear about her responsibilities to meet the safeguarding and welfare requirements, including informing Ofsted of any changes to the provision.

The staff team is well qualified and make good use of their training. Staff demonstrate a clear knowledge of the learning and development requirements, including the seven areas of learning. The manager monitors the observation and assessment of children's progress and information gathered is used really efficiently to plan what children need to do next. Each child's learning is clearly documented in files which contain samples of work, photographs and observations. These demonstrate children's progress and are shared with parents, who are invited to make comments and contribute. This process keeps parents informed of children's learning.

Children's needs and routines are well known by the staff through the close and strong relationships formed with parents. Staff have established effective two-way communications with parents. For example, parents exchange information with staff at the beginning and end of the day and are encouraged to give feedback on their children's experiences, such as what they have liked and disliked, by completing questionnaires. The information gained, and any ideas given, is used to drive forward improvements to the provision to ensure it meets everyone's individual needs effectively.

Parents are actively encouraged to become involved in their children's learning. Staff

encourage them to spend time in the nursery to participate in a variety of activities. For example, they take turns to be 'guests', reading stories to the children. This approach helps parents understand how their children learn and what they do in nursery, so they can follow similar ideas at home. Parents are very complimentary about the nursery and how well and quickly their children settle. They report that children 'cannot wait to get to nursery'. Discussions with parents reveal that they are extremely happy with the nursery provision.

The manager helps drive the professional development of the staff team. Regular team meetings and annual appraisals are used to monitor practice and skills in regard to both the care given and the quality of teaching. The manager sees ongoing training as an important part of improving the nursery. Consequently, all staff are required to attend training courses to ensure the nursery continues to develop and improve. Staff share information from training and early years events with other team members to extend the team's individual knowledge and skills. The manager demonstrates a high level of commitment to the nursery and is inspired to drive forward improvements. Self-evaluation and well-targeted action plans are developed in conjunction with staff, parents and children, which demonstrate the management's determination to drive 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	144080
Local authority	Lambeth
Inspection number	955789
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	82
Number of children on roll	117
Name of provider	Anglo Spanish Nursery School Limited
Date of previous inspection	09/06/2009
Telephone number	02076225599

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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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