

The Baby Drop

The Baby Drop Ltd, 32b Webb's Road, LONDON, SW11 6SF

Inspection date

Previous inspection date

01/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 plans meet the needs of children well. They provide activities based on children's skills and interests, which results in children engaging well in tasks.
- Children behave well. Staff use praises to motivate children to behave in positive ways.
- Children are secure and happy. They have warm relationships with staff who know them well.
- Staff prioritises children's safety. The premises is secure and staff carry out regular risk assessments covering all aspects of the nursery to keep children protected from harm.

It is not yet outstanding because

- Opportunities for babies to explore and discover natural materials and everyday objects are not as extensive as they could be.

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

- Staff plans meet the needs of children well. They provide activities based on children's skills and interests, which results in children engaging well in tasks.
- Children behave well. Staff use praises to motivate children to behave in positive ways.
- Children are secure and happy. They have warm relationships with staff who know them well.
- Staff prioritises children's safety. The premises is secure and staff carry out regular risk assessments covering all aspects of the nursery to keep children protected from harm.

Inspector

Jennifer Beckles

Full report

Information about the setting

The Baby Drop registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is situated in Clapham, London which is within the London Borough of Wandsworth. It operates from a purpose built building and is primarily a creche service for children age from birth to eight years. There is a small enclosed outdoor area. The nursery is open from Monday to Friday, 8am to 6pm and on an ad-hoc basis on Saturday from 9am to 4pm. It opens all year round with closures during public bank holidays. There are five staff, including the manager who work directly with the children, three of whom hold appropriate early years qualifications at level 2, 3 and 6; two staff members are unqualified and working towards an early years qualification. The nursery supports children who speak English as an additional language. There are 358 children in the early years range on roll.

What the setting needs to do to improve further

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

- develop further opportunities to encourage babies to explore natural textures and suitable everyday objects.

Inspection judgements

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

Overall, children make good progress in this bright and happy nursery. Staff use effective plans well to meet the needs of children. This is because they base their plans on children's skills, interests, and areas of learning. Children are free to create their own play through accessible resources. This is balanced by adult-led activities to provide ordered learning opportunities. Staff cater for children's different learning styles well because children are free to choose to play indoors or outdoors.

Staff model to babies how to follow actions by singing action rhymes and songs. Staff help babies to learn names of different body parts as they sing and this supports their language development well. Staff talk to babies about pictures in books and teach babies names of objects. Although babies use some materials to explore texture, their exploratory play is not as extensive as it could be because there is scope to develop play through use of everyday objects and natural materials. Staff teach children new words as they fill containers in the sand tray, such as 'pour, pat, scoop'. Staff encourage children's language skills by using puppets to initiate conversations and songs with the children. Children operate simple technology by flicking switches and pressing buzzers on electronic boards. Staff teach children to count by using daily opportunities in play and routines. For instance, staff encourage children to count the number of people that they place into toy

trains. Children put number shapes into the correct shape hole on number sorters and this helps children to learn to recognise numbers. Staff provide good opportunities for children to practise their early writing and drawing skills. For example, children use coloured chalk on a large wall chalkboard to draw pictures. They develop small muscle control as they hold and use chalk to make marks on the board. Overall, these experiences help children to develop a valuable range of skills for later use in school.

Children develop a good range of physical skills through use of a range of indoor soft play equipment. For instance, they climb, rock and balance on different large play foam cushions. They have opportunities to move in different ways, and to develop physical coordination skills, such as throwing and catching. Staff present good learning opportunities for children in the outdoor area. For example, children express themselves creatively by painting pictures. They use good hand-eye coordination skills as they place balls into a water tray roller coaster. Staff teach children about the life cycle of plants by planting and growing vegetables with children. This supports their understanding about the world well. Staff teach children about the effects of the wind as they watch paper windmills rotate in the wind.

Staff support children who speak English as an additional language by learning key words in their home languages. This supports children's communication skills and helps them to feel valued. Staff use visual resources, such as photographs of objects, to teach children the names of objects. This supports children's language and communication skills further. As a result, children who learn English as an additional language make good progress.

Staff maintain good records on children's progress. They collect a range of evidence of children's skills and carry out regular observations, which they evaluate to form children's next steps for learning. Staff carry out progress checks for children aged between two and three years and provide written summaries to parents. This ensures that parents are aware of their children's progress and of any support that may be needed to close gaps in learning.

Staff keep parents informed about their children's development and give daily feedback to parents on their children's well-being and progress. Staff hold reviews with parents where they discuss termly reports on their children's progress and this helps to keep parents up to date. Parents talk to staff each day, sharing their observations of their children and this provides good opportunities for parents to contribute to their children's learning. Generally, staff use this information to inform plans.

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

Children settle well in this cosy nursery. This is because staff know children well and have warm relationships with them. Staff provide activities based on children's interests and this makes children happy and keen to take part in activities. Staff find out about babies' routines and incorporate this into the nursery so that babies' daily patterns are not disturbed. As a result, children settle happily and are secure and eager to learn.

The nursery is well-arranged and attractively decorated, which supports children's well-being effectively. Children make independent play choices because resources are wide-ranging and accessible to them. Staff teach children how to be safe in their environment. For instance, they remind children of the dangers of throwing sand as they play in the sand tray. Staff model to children how to use the stairs safely and children know to walk indoors to avoid accidents. Staff change children's nappies in comfortable, clean areas, which supports children's comfort. Older children use the bathroom independently to wash their hands at appropriate times and to take care of their personal needs.

Children have good independent skills. They hang up on their coats on their pegs, fetch their snack/lunch bags at meal times, and feed themselves independently. Staff cater for children with special dietary needs, which prevents children from eating unsuitable food. Children develop healthy habits because they have daily fresh air and physical exercise in the outdoor area and on indoor soft play equipment.

Staff use praise well to encourage children to behave in positive ways. They are fair and calm in their approach to managing children's behaviour. As a result, children behave well. Staff support children who attend other types of early years provision by exchanging information on children's development with other settings. Children are placed in mixed age key groups and this supports continuity of care and learning well. Staff help children to understand about difference by talking about and celebrating special events. For instance, children make diva lamps to celebrate Diwali.

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

Staff prioritise children's safety. They carry out risk assessments covering all aspects of the nursery to keep children protected from harm. The building is secure and prevents intruder access because entry is by video phone. Management carry out thorough checks on staff to assess suitability for their roles and this helps to keep children safe. Staff know procedures to follow should they be concerned about a children and this protects children further. Management has good understanding of its role and responsibilities in relation to the requirements of the Statutory framework for the Early Years Foundation Stage.

Management supervises staff regularly and provides support where needed to maintain strong practice. Appraisals are in place to identify staff training needs. For instance, staff have attended first aid training and know how to treat children in the event of an accident or emergency. The manager works directly with children in the group rooms and this provides her with good insight into the quality of staff practice. The owners also work with the children regularly and this helps to ensure that they are aware of any issues so that prompt action can be taken. Management helps to ensure consistent quality of children's assessment by randomly sampling children's learning journals. The manager plans with the staff team and this helps to ensure that high standards are maintained. Gaps in children's learning are closing through appropriate action because staff track children's progress well.

Staff work well with others to support children's care and learning. For example, they have good links with other nurseries that children attend and exchange information related to children's development. Staff work well with parents who contribute to their children's learning and staff keep them informed of their children's progress. Staff work effectively with the early years department of the local authority who provide advice and support on early years matters.

Management analyses the provision well and forms key priorities for development. Through regular reflection, management has identified further development of the outdoor area to provide wider learning opportunities for children. The nursery operates effectively and has good capacity to maintain this in future.

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	EY465231
Local authority	Wandsworth
Inspection number	936582
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	15
Number of children on roll	358
Name of provider	The Baby Drop Limited
Date of previous inspection	not applicable
Telephone number	02077380019

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

