

Northcote House

67-69 Salcott Road, LONDON, SW11 6DQ

Inspection date

18/03/2014

Previous inspection date

03/10/2013

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

- Children are polite and sociable and respond well to the warm, friendly interaction of staff.
- Children enjoy a broad variety of activities which support their physical development.
- Recently improved systems for assessment are successfully helping staff to accurately identify each child's abilities and to plan for their future learning.
- Children play and learn in a safe, secure and well-resourced environment.
- Displays, notices and newsletters provide parents with a lot of information about the day-to-day life of the nursery.

It is not yet good because

- The structured routine of the day and the amount of adult direction in some activities do not support older children to develop independent learning skills.
- Key person arrangements are not fully organised around children's needs as some care tasks such as nappy changing are done on a rota basis rather than by each child's key person.
- Arrangements to share information with parents regarding their child's individual learning and development are not effective in all cases.
- The nursery does not routinely seek to engage with other early years providers to coordinate care and learning for children who attend more than one setting.

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 viewed all areas of the nursery.
- The inspector spoke with the owner, manager, staff team, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector undertook a joint observation of an activity to promote literacy with the manager.
- The inspector viewed a selection of documents including incident reports, policies, procedures, planning and children's developmental records.

Inspector

Liz Caluori

Full report

Information about the setting

The Northcote House Nursery registered in 2010. The nursery is situated in a residential area in Wandsworth Common in the London Borough of Wandsworth. It is open each weekday from 7.30am to 7pm for 51 weeks of the year. There are two group rooms on the first floor which are used to care for the younger children and two rooms on the ground floor used by the older children. There is also a fully enclosed garden for outdoor play.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery receives funding for free early education places for children aged three and four years. There are currently 110 children on roll in the early years age group. The nursery is able to support children who are learning English as an additional language as well as those with special educational needs and/or disabilities.

There are 28 staff employed to work with the children, of whom 19 hold appropriate early years qualifications. There is also office staff, a cook and a kitchen assistant.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all children have opportunities, and sufficient time, to learn by exploring, investigating and creating independently

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

- extend the arrangements to share information about children's learning and development with parents to include those who do not attend parent consultations
- seek to engage with other early years providers to establish a regular two-way flow of information for children who attend more than one setting
- develop further the key person system to routinely include nappy changing for key children to more fully promote their sense of emotional security

Inspection judgements

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

Staff are beginning to use sensitive observation of each child to build accurate pictures of their individual abilities. This is the result of recent improvements to the systems for assessing children's progress. Staff are using these effectively to plan future learning goals for each child in each area of learning. Staff give parents appointments to come in and discuss their child's progress and development. At these times they are able to contribute observations from home to extend the key persons understanding of their child. However, there is no alternative arrangement in place in to share this type of information with parents who are unable to attend these meetings. As a result, not all parents take an active role in their child's learning. Appropriate arrangements are in place to complete the required progress checks for two year old children.

Staff place a strong focus on educational programmes and many children demonstrate high levels of achievements in some areas of learning. However, there are inconsistencies in the quality of teaching throughout the nursery. Younger children learn through play and positive interaction with their room staff. Young children benefit from an appropriate balance of free play and some adult led activities. Their communication skills develop well as staff clearly name objects and speak to children as they play. Those who are learning to walk have appropriate furniture to support them to pull themselves up and a lot of space to practise walking. The balance of activities for older children is not as effective. There is a fairly rigid routine in place which limits children's opportunities to learn through exploration and investigation. The periods where children are able to explore toys freely are brief compared to the periods they are engaged in adult led activities. In addition, there are times when adult led activities carry on for some time after children's interest has waned. For example, the children who are awake after lunch are grouped together for stories but the group is large and not all children engage fully. During this time staff very invitingly set out the rest of the group room with a range of toys. However, children are not able to explore these as they are all taken outside to play. The time allocated for them to play with the toys is short as the room is cleared for snacks and is then used for further adult led activities. This highly structured timetabling means that children do not receive enough encouragement and opportunities to develop independent learning skills.

Staff have high aspirations for children and plan extremely challenging adult led activities to promote their literacy. These are delivered to children who will be moving on to school and this group includes children who are almost a year apart in age. These activities are lengthy, lasting between 45 minutes and an hour, and require children to concentrate and follow instruction. Children respond well to the enthusiasm of staff but they are not given good enough opportunities to take an active role in their learning. In addition, the planning of the activity does not reflect the individual levels of ability within the group.

The older children are very confident speakers and staff support them appropriately with most using open-ended questions to extend conversations. Children engage in charming conversations with their friends during snack and meal times and speak with expression. There are many varied activities aimed at promoting children's physical development. They

use climbing equipment that promotes their coordination and also take part in a number of sessions led by specialist tutors such as music and movement.

Appropriate arrangements are in place to support children with special educational needs and/or disabilities. There are also effective strategies to support children who speak English as an additional language. In addition, there is a French tutor helping children to learn the skills needed to speak more than one language.

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

There is an established key person arrangement in place in the nursery. This involves the designated staff member taking the lead for conducting observations of children in their key group and planning their future learning. However, the key person does not routinely take responsibility for supporting their key children in personal care tasks such as nappy changing. This does not fully support children to develop strong and trusting bonds with their key person. Children are generally developing good social skills and behave well throughout the nursery. There are some minor inconsistencies in the quality of behaviour management amongst staff but this has been identified and is being addressed by the management team.

The range of resources available to children is good although younger children make better use than older children of the toys in their rooms to extend their learning. The outdoor area is particularly inspiring and successfully engages children's interest.

Improvements have recently been made to the arrangements to promote children's health. These include new procedures to strengthen the systems previously in place in relation to allergies and dietary restrictions. Children enjoy a varied menu of nutritious snacks and meals freshly prepared by a cook in the nursery. The nursery environment is hygienic and children receive appropriate support to develop their self-care skills. They know to wash their hands before eating and are becoming independent in their toileting.

There is a strong focus on ensuring that children are ready for their move to school. Staff plan activities specifically aimed at helping children to reach very high level of academic achievement. This involves using specific teaching systems for literacy. However, they do not liaise with the schools children move on to in order to ensure that they use the same system. This does not ensure that children are necessarily prepared correctly for the school they will be attending.

Children demonstrate a sound understanding of safety and are beginning to assess risks for themselves. For example, they discuss issues such as fire safety and recognise the importance of being careful with knives.

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

This inspection was brought forward following concerns raised to Ofsted regarding the condition of the babies' sleep room, specifically that there was damp on the walls. During the inspection the manager confirmed that damp had been noted in this room a few weeks ago and that the room had not been used by children since that time. The provider explained that repairs are being organised and, in the meantime, children are sleeping in travel cots in their group room. At around the same time as this concern was received, the provider notified Ofsted of an incident in which two children with egg allergies were given pudding containing eggs. Both suffered allergic reactions and staff with first aid training oversaw their care while waiting for an ambulance. The nursery routinely obtains prior written consent from all parents to seek emergency medical treatment where necessary. There is a clear and effective system in place to record details of children's individual dietary requirements and to share these with the cook. However, on this occasion staff selected the wrong desert for the children in their room. At inspection the provider and manager acknowledged that the systems in place to protect against this situation had failed on this occasion. They explained that this was due to poor communication and a lack of labelling. This is a breach of the requirements relating to promoting children's health. However, since this incident the management team have taken appropriate action to strengthen their practices in this area. They have implemented new policies in relation to the labelling of food. They have also held meetings with staff to reinforce their knowledge of the procedures to follow regarding serving food to children with allergies and other dietary restrictions. There are clear and detailed records relating to these incidents.

The provider and manager recognise their responsibility to promote children's learning and development and place high priority on this. They have successfully improved the arrangements for assessing children's progress. As a result of this they are beginning to gather information to enable them to more easily identify gaps in children's achievements. The management team has recently been working alongside an advisor from the local authority to identify areas for development and to drive improvement. The views of parents are also sought through the use of questionnaires. The nursery has successfully begun to address the actions and recommendations arising from their last inspection. This includes implementing regular staff supervisions and an annual appraisal system to more effectively support staff and promote consistency.

Robust recruitment arrangements are in place to help ensure that children are cared for by suitably qualified and vetted staff. The manager takes lead responsibility for safeguarding and has attended training to support her in this role. Clear written procedures are in place to outline the process to follow should concerns arise about the welfare of any child. These include the action that will be taken to respond to any allegations against staff. Regular risk assessments enable staff to identify any potential hazards and prompt action is taken to address these. For example, an additional bolt has been fitted to a gate because it has been noted that one of the children is able to reach the one that was previously in place. Staff with first aid training are present within the nursery at all times and there are appropriate procedures in place to maintain records of any accidents that occur.

There is effective and useful partnership working taking place with the local authority advisory team. The manager is also aware of other local agencies that provide support

services for children and is confident to link in with these where appropriate. There are several children who attend more than one early years provision. Staff respond to any requests from other providers to share information about children's learning and development. However, they do not routinely contact other providers for any information. This means that they are not routinely coordinating with other practitioners, where care of children is shared, to ensure consistent and cohesive care and learning.

Parents receive a friendly greeting when they arrive to collect their children. Staff working with the youngest children provide daily written information for parents detailing their child's sleep times, nappy changes and food intake. There are informative displays including information such as certificates and menus, regular newsletters and notices outlining the themes and topics featured in activities. These have been improved following recent feedback from parents and, as a result, parents are now more fully informed about the day-to-day life of the nursery.

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	EY403074
Local authority	Wandsworth
Inspection number	960994
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 6
Total number of places	72
Number of children on roll	110
Name of provider	Northcote House Nurseries Limited
Date of previous inspection	03/10/2013
Telephone number	02079243696

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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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