

Grove Hall Nursery Limited

Inspection report for early years provision

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Inspection date	08/06/2011
Inspector	Angela Ramsey
Setting address	Grove Hall Nursery, 59 Balham Grove, LONDON, SW12 8BD
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Grove Hall Nursery re-registered in 2010 as a public limited company. The nursery operates from an open plan building located in Balham in the London Borough of Wandsworth. The nursery is accommodated in purpose-built premises and has direct access to an enclosed garden for outdoor play. The nursery is open daily for 51 weeks of the year, closing at Christmas for one week. Operational hours are between 7.30 am and 6.30 pm. The nursery is within walking distance of schools, shops and a mainline station. The nursery is registered to care for a total of 45 children at any one time. There are currently 45 children in the early years age range on roll. Children attend for a variety of sessions. Currently none of the children receive funding for free early education. The nursery supports children with special educational needs and/or disabilities and also supports children who are learning English as an additional language. The nursery employs 14 members of staff. Of these, 11 hold appropriate early years qualifications and three are working towards a qualification. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well-qualified, caring staff and an effective key person system means that children are generally happy and settled. Staff work well as a team and develop strong relationships with parents and families which ensures children's individual needs are valued and respected. Children are making good progress and are able to access a wide range of play opportunities. The setting demonstrates a good capacity for continuous improvement through their self-evaluation processes which involve all staff.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide well-planned experiences which support young children to learn with enjoyment and challenge, with particular regard to creative activities and snack time.

The effectiveness of leadership and management of the early years provision

Clear strategies and procedures are in place to ensure the safeguarding of the children. All staff have completed background checks to ensure they are suitably qualified, experienced and vetted. Staff have attended safeguarding training and have a good understanding of safeguarding procedures and are aware of what

action to take in the event of concerns about a child. Induction for new members of staff ensures they become familiar with the setting's routines and policies and procedures. Regular risk assessments are conducted and are used to identify and eliminate potential risks. Frequent evacuation drills are carried out the details of which are recorded.

Staff have a good knowledge of each child's background and needs. Activities and events which enable children to learn about different cultures are also provided. The staff team at Grove Hall Nursery provides an inclusive environment where differences are valued and activities adapted to ensure all children can participate. Currently there are no children attending with additional needs. However, if a child with additional needs were to attend their needs would be well supported. For example, parents would be included in all discussions and the assistance of other professionals such as speech therapists would be arranged. Staff speak to parents daily about their child's day. Staff also complete written sheets which keeps parents informed of what their child has eaten, sleep times and what activities they have taken part in. Regular newsletters are also produced and parent meetings serve to keep parents informed of their child's developmental progress.

Children have access to a good range of toys and activities. They enjoy playing with textured items in treasure baskets and have access to a variety of tools and materials with which to explore. The staff team demonstrate a strong commitment to making continuous improvements. Areas for improvement have been identified through discussion and the completion of Ofsted's self-evaluation form.

The quality and standards of the early years provision and outcomes for children

Children's welfare is promoted well. Staff and children follow positive practices to promote good outcomes with regard to their health and well-being. Staff wear disposable gloves and aprons which are changed after each nappy change. The changing area is cleaned with antibacterial spray in between each use. Staff wash their hands or use antibacterial hand gel after wiping children's noses. Children are well-nourished. The cook prepares meals that are nutritious and that cater for individual dietary needs. Some parents prefer to provide meals for their child. These are stored in the fridge and meals that are heated prior to serving have the temperature checked. Snacks of fruit and water are also served. After lunch the younger children who attend are able to rest which aids their physical well-being.

All children develop strong and trusting relationships with staff who interact positively and work effectively with parents. Babies and toddlers readily approach staff for reassurance, support and cuddles. Their individual routines are respected which helps them to settle and gives them a strong sense of belonging. Younger children become competent learners as they explore resources through their senses. For example, babies and toddlers love to investigate toys that involve a cause and effect. They push buttons, open and close flaps and talk on toy telephones. Children also enjoy exploring the different textures of soft toys and toys made of natural materials, such as wood. Toddlers are able to problem solve

as they build using construction bricks, working out how to fit these together. Painting activities enable children to be creative and experiment with different colours. However, the organisation of creative activities and snack time for the babies is not fully effective. Babies are confused when given creative materials with no explanation and some become restless while waiting to be served their snacks.

Children's communication, language and literacy skills are supported well throughout the setting. All children from the babies to pre-school children are encouraged to develop a healthy interest in books. Children are able to access books independently. Group time for the children is a firm favourite as staff sit on soft cushions with the children. Children listen intently to the story and eagerly respond to the open-ended questions. Children learn to speak both French and English. The staff speak to, play and sing to the children in both languages.

Activities are planned across all six areas of learning. Each child is assigned a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for each individual child's next steps in learning. As children play, staff complete meaningful observations and photographs of the children participating in various activities are taken. A system to track children's progress has been implemented. Observations of children's achievements are recorded under each area of learning and their next steps planned for.

Generally, children behave well and understand the rules. If reminders are required staff deliver these in a calm and patient manner. Everyday experiences, such as children putting on dressing up clothes and taking off and putting on their shoes and coats, washing their hands and brushing their teeth encourage their self-care skills. Opportunities for children to adopt healthy lifestyles are provided through their daily routines. Children enjoy their outdoor play space and have daily opportunities to enhance their physical skills. Interaction with their peers and the staff team enable children to develop positive social skills. They are provided with opportunities to be active when playing in the outdoor play areas which enable children to acquire physical skills. For example, children ride tricycles and play with balls and climb on climbing frames.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met