

Bridge Lane Nursery Ltd

Bridge Lane, Battersea, London, SW11 3AD

Inspection date	02/06/2014
Previous inspection date	03/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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		3

The quality and standards of the early years provision

This provision requires improvement

- Staff successfully inspire children to take part in activities and make good developmental progress through their own positive involvement.
- Children are provided with a warm, welcoming and very well-resourced environment, particularly in relation to the outdoor play area.
- Staff know children well and work closely with parents and other early years provision that children attend to involve them in children's learning.
- Children's care needs are well met due to the attentive approach from staff.

It is not yet good because

- Staff shifts are not effectively organised to meet the required staff to child ratios at all times, particularly when staff are unexpectedly absent or delayed.
- Staff have not considered extending the range of play equipment that reflects positive images of diversity to further promote children's awareness of differences in society.

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

- The inspector observed activities in all the group rooms and outdoor play areas and checked the staff to child ratios in all group rooms.
- The inspector completed a joint observation with the manager of the provision in the group room for children aged one to two years.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, and discussed the provider's self-evaluation and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

Bridge Lane Nursery Ltd was registered in June 2004 and operates from a building situated in the Battersea area of Wandsworth. They have sole use of the premises. The area is well served by public transport and the majority of children attending come from the local vicinity. The nursery is open each weekday from 7am to 7pm and operates 51 weeks a year, except for public holidays. There are four group rooms, a sleep room and toilets. There is a fully enclosed garden for outside play. There are currently 103 children aged from three months to the end of the early years on roll. The nursery supports children with special educational needs and/or disabilities and a number of children learning English as an additional language. The nursery currently employs 26 members of staff; of these 19 hold appropriate early years qualifications and 2 are working towards a qualification. The nursery also employs a cleaner and a cook.

What the setting needs to do to improve further

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

- ensure staff shifts are organised to meet required staff to child ratios at all times, including times when staff are unexpectedly absent or delayed.

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

- extend the range of play equipment that reflects positive images of diversity to further promote children's awareness of differences in society.

Inspection judgements

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

Children make good progress. Breaches of the statutory requirements regarding staff to child ratios do not have a significant impact on children's learning and development because their individual needs are well met. Staff make well informed judgements as they observe children and gauge the right moment to become actively involved in their learning. Consequently, children are provided with uninterrupted time to play and explore, as well as guidance and support that allows their play to continually evolve. Staff observe children's achievements and make good use of this information to plan related activities that further promote their development. Consequently, children reach expected levels of development and some exceed expected levels, including children with special educational needs and/or disabilities. Staff successfully inspire children to take part in activities through their own positive involvement. For example, staff initiate and join in action and

movement songs about sleeping bunnies and get 'messy' as they help children use paint to make handprints. Staff in the pre-school group are particularly skilled at promoting children's ability to listen and respond during all activities. Consequently, children are well prepared for their future and for starting school. Staff plan a wide range of activities that successfully capture children's interest. For example, pre-school children smell and taste different items, such as oranges and lemons and describe the flavour. Children work very cooperatively as part of a group, listen well to others and get fully involved in conversations that extend their vocabulary. Staff encourage children to lie quietly on rugs in the outdoor play area and listen and describe what they hear in the environment. They provide opportunities for children to act out favourite stories and use puppets, and plan talent shows and karaoke activities. Staff challenge children to think, find out more and test ideas through trial and error. For example, by providing opportunities for children to conduct experiments using ice cubes. Children plant seeds, such as cress and coriander, which they water with rainwater and watch grow in a small greenhouse. Some older children are starting to write their name independently using name cards. Staff organise small group activities, for example, where children talk about props they select from small bags, which successfully promotes their language development.

Children develop control of their movements as they use the excellent range of outdoor play resources that provide them with challenge. For example, they climb up wooden steps and independently balance on a wobbly bridge as they hold onto ropes. Children benefit from taking part in weekly sports sessions with an external trainer, where they learn to throw and kick balls, and balance on bean bags. Younger children enjoy jumping around on indoor mats and crawling through a play tunnel. Staff develop children's interest in books by playing nursery rhymes related to the pictures. Babies develop their senses as they explore brushes, carpet samples and crawl in and out of a tent made from fabric. Staff encourage children to explore a wide range of media, for example, as they move around in paint on large pieces of paper on the floor. Children are motivated in their play because staff show children how to use the resources which develop their confidence and ability to experiment. Staff use communication books to share information with parents about children's achievements in the nursery and at home. They talk with parents every day and gain their involvement through friendly communication. Parents have good opportunities to meet regularly with key persons and share summaries of their children's progress.

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

Children form close relationships with staff and other children, and are very happy and settled in the provision. Staff fit in with children's ideas and show their interest as children explore and discover new things. Children are extremely well behaved. They play cooperatively and learn to negotiate with others, as they make their own decisions in the stimulating and lively environment. Children's good health is extremely well promoted. They are provided with a wide range of healthy home-cooked food which the cook prepares using a rotating menu. Children's individual dietary needs are well known and adhered to and they are provided with regular drinks. Staff follow correct procedures for recording and reporting accidents. Staff have a caring and considerate approach towards

the children and frequently offer them support according to their age and stage of development. For example, when they need help with washing themselves after messy activities. Older children show good self-help skills as they find and put on their coats before playing outdoors. They serve themselves at mealtimes and choose fruit to eat at snack time.

Children are provided with a rich and varied range of sensory resources and experiences and are encouraged to take the lead in their play. They show great curiosity as they engage in open-ended activities, and explore and learn about the world around them. The nursery employs a resources coordinator to work with the staff team, who successfully supports them in making the nursery a stimulating, welcoming and exciting environment for the children. Consequently, children are very happy to be in the nursery and are motivated in their play. They have access to an exciting range of resources, particularly outdoors. Children learn about their own safety, for example, whilst under close staff supervision, they use the stairs to the first floor playrooms. Staff stand at the top and bottom of the stairs and ensure children hold the handrail. They keep a close eye on children who decide to use climbing equipment that is more challenging and work as a team to ensure all children can be seen in the outdoor play areas. The good support children receive during their play successfully develops their ability to keep themselves safe. This can be seen as younger children confidently negotiate the different levels in the outdoor play area.

Staff help children develop an awareness of differences in society. For example, they provide activities for them to paint Easter baskets, make lanterns for Chinese New Year and listen to information which they read from books about Diwali. There are words displayed in children's home languages which staff use to greet children. However, there are limited accessible resources that reflect positive images of diversity to further promote this learning. Children move smoothly between the nursery and other early years provision they attend because staff regularly share information about children's individual needs and progress. There is lots of information displayed for parents about local schools. The provision has plans in place to invite teachers into the provision to enhance children's transition to school.

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

This inspection was brought forward due to a range of concerns that were received by Ofsted relating to most of the safeguarding and welfare requirements of the EYFS. We carried out an unannounced visit and found that the provider had not referred two separate allegations of a safeguarding nature against two members of staff to the relevant authorities. A notice to improve was issued requiring the provider to have regard to the government's statutory guidance 'working together to safeguarding children' and if they have concerns about children's safety or welfare they must notify agencies with statutory responsibilities without delay. The provider was found to be meeting all other requirements relating to the concerns raised. Ofsted then received further concerns that staff are asked to look after too many young children on a regular basis. The concerns

also identify that the last time the provision was inspected by Ofsted, staff took the babies upstairs and brought them down via an outside fire escape to avoid detection. On the day of this inspection, it was found that there was no evidence of this having happened. However, three group rooms were exceeding the number of children allowed in relation to the number of staff present during the early part of the morning. This is a breach of a legal requirement. Nonetheless, there was no impact on children's care and learning during this time. Some staff were unexpectedly absent or delayed and contingency arrangements are not in place if this was to happen again in the future. However, there is no evidence that staff move children around the premises to meet required staff to child ratios whilst being inspected. All staff and students have had appropriate checks completed. Staff complete child protection training that safeguards and promotes children's well-being. The organisation arranges annual child protection workshops that all staff attend, which enhances their understanding of referral procedures and awareness of signs and symptoms of abuse. The premises is secure and children are well supervised at all times. Staff complete risk assessments of the premises and outings to reduce hazards and maintain children's safety. For example, they are extra vigilant when children use the stairs to the first floor rooms and have plans in place to fit restrictors on the ground and first floor windows.

The manager has a clearly defined role and works closely with the owners of the nursery to share information and drive improvement. She has a good knowledge and understanding of the Early Years Foundation Stage and successfully uses this knowledge to meet children's individual needs and lead the staff team. Staff fully value the manager's expertise which she generally uses effectively in her role. However, not enough attention has been given to ensuring that staff to child ratios are met at all times. The manager works closely with the deputy manager to monitor staff practice and they both spend time in each group room on a regular basis. The nursery employs an external early years professional to develop regular in-house training for the whole staff team that has improved practice. For example, staff have subsequently gained skills in managing children's challenging behaviour successfully. There are robust recruitment and induction procedures in place to ensure all staff are suitable to work with children. Staff and students receive regular supervision and appraisals. The owners of the nursery are actively involved in working with the manager to address any identified areas of weakness in staff practice and take appropriate action when needed. Staff successfully monitor children's progress and revise activities to ensure that they have sufficient depth, breadth and challenge. They work closely with parents to identify any concerns about children's development and create individual education plans. Staff use information provided by parents and other agencies, for example, physiotherapists, to meet children's individual needs and reduce gaps in their learning.

Self-evaluation is good and aims for improvement are clearly identified and successfully implemented. For example, since the last inspection, the nursery has created an activity book for each group room to help parents know what is provided for their children. They have created an outdoor planting area and an area with pictures of children's superheroes and favourite characters in books. In addition, staff have developed a leaflet for parents with advice on how to promote children's learning, with the emphasis on communication and language. Future plans include the development of a secure interactive website for parents to share information about their children's progress. Recommendations made at

the last inspection have been met. All documentation is now accessible for inspection. Partnerships are very good. Staff communicate well with parents, outside agencies and staff in other early years provision that children attend. Consequently, children are provided with a unified approach to their learning and development, and receive continuity of care.

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
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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	EY281653
Local authority	Wandsworth
Inspection number	945254
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	103
Name of provider	Bridge Lane Nursery Ltd
Date of previous inspection	03/02/2010
Telephone number	0207 978 4457

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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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Piccadilly Gate
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M1 2WD

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