

Highams Park Childrens Day Nursery

Highams Park Day Nursery, 16a Handsworth Avenue, LONDON, E4 9PJ

Inspection date	18/07/2014
Previous inspection date	10/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provide a good range of activities and experiences indoors and outside to help promote all children's learning and development.
- Children develop their early writing skills as they have many opportunities to make marks during their play, indoors and outside.
- Children are developing an understanding of how to keep themselves healthy and safe. They have regular opportunities for daily outdoor play, which enhances their physical development well.
- Staff have effective partnership with parents, outside agencies and schools, which contributes to supporting children's welfare and learning.

It is not yet outstanding because

- The large water jugs provided in the nursery hinder young children's independent access to water and their growing self-help skills.
- Children are not always fully supported to learn to handle books with care.

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 had discussions with the manager, regional manager and the early years advisor.
- The inspector observed staff's interaction with children and children's play indoors and outdoors.
- The inspector spoke to some parents about their views of the setting.
- The inspector examined a sample of documentation, including the attendance register, accident and incident report, and the medication book. Also, examined the record of the risk assessment, policies, assessment report and activity plans.
- The inspector invited the manager to carry out a joint observation.

Inspector

Jennifer Liverpool

Full report

Information about the setting

Highams Park Childrens Day Nursery is one of 153 nurseries run by Bright Horizon Family Solutions. It operates from purpose-built premises on a residential road in Highams Park, in the London Borough of Waltham Forest. Access to the setting is via a small slope. All children share access to a secure, enclosed outdoor play area. The day nursery is open each weekday from 7.45am to 6.30pm for 51 weeks of the year.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 84 children in the early years age range on roll who attend full- and part-time sessions. The nursery receives funding for free early education for two, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. A total of 20 staff work with the children; most of the staff hold appropriate early years qualifications ranging from level 2 to level 3.

What the setting needs to do to improve further

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

- encourage children's independence and enhance their self-help skills further, for example by providing appropriate size jugs to enable young children to pour their own drinks
- strengthen children's understanding of handling books carefully as they look at books independently.

Inspection judgements

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

All children are happy, confident and secure within the setting. They are curious, ask lots of questions and enjoy taking part in a range of activities indoors and outdoors. Children have safe and easy access to wide range toys and equipment that are developmentally age appropriate. This means that children are able to make decisions about what they want to play with and where. The staff are secure in their knowledge of the Early Years Foundation Stage, which they use well to support children in their learning and development. Staff regularly observe children and keep detailed records of each child's progress. They identify the next steps in children's learning and ensure that suitable activities or one-to-one work is included in the weekly activity plans. Children who need additional support are catered for in the same way. This ensures that all children are moved on in their learning at a good pace.

All children enjoy their time at the nursery and have lots of time to pursue their own interests. Babies and young children explore and experiment through a good range of purposeful activities that are appropriate for their stage of development. For example, children were able to feel, smell and identify different textures when handling materials, such as socks filled with herbs, and explore water and sand play. They also became fascinated when observing the movement of hanging mobiles in the rooms. Children make good use of the outdoor area to enhance their learning and for fresh air and exercise. For example, they enjoy taking part in group story session and drama in the playground, running freely outdoors and also through going out on trips to the local train station. Children have access to equipment, such as head phones for listening to music CDs. They also show interest in exploring how battery operated toys work. These resources help children to learn about simple technology and develop their understanding of the world.

Children enjoy practising counting during everyday routines and through planned activities. Young children are beginning to show awareness of counting as they join in with number rhymes. Staff introduce mathematical vocabulary in conversations with children and also during water and sand play. Consequently children are beginning to use words, such as 'lots', 'big' and 'full', in their conversations. Staff support babies' language development through using simple words and phrases, labelling objects and modelling language. Children learning to speak English as an additional language receive suitable support. Staff obtain key words in the children's first language from parents so that they can understand children's basic requests. This enables children to understand that their first language is important. Staff also use simple and repetitive words and visual aids to develop their growing communication and language skills. Staff support older children's speaking skills by setting up activities that encourage them to talk about their experiences with children and adults. This helps to build children's confidence in talking within group situations.

All children enjoy listening to stories and re-enacting the story line from visiting tutors. They also show good levels of concentration and are learning about the meaning of words through the tutors' expressive reading. Children demonstrate healthy interests in books overall. They look at books independently and they also spend time sharing books with their friends. However, some of the books in the pre-school rooms are well worn with missing pages and therefore not appealing for children to look at or use. This is because staff do not always support children in learning how to care for the books. The labels around the rooms, hallway and in the playground help to develop children's awareness that print carries meaning. Children develop early writing skills as there is a good range of writing and mark making tools indoors and outside, and also throughout planned activities. For example, young children enjoyed opportunities to make marks and form prints in wet sand. Older children have regular opportunities to practise writing in a number of ways, including role-play situations and making marks outdoors on a fixed chalkboard. In addition to this, some older children are beginning to read and write their own names. This demonstrates that children are acquiring the skills that they need to be ready for school.

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

The setting's flexible settling-in arrangements enable children and their parents to benefit positively from a procedure that caters to their individual needs. An effective key-person system is in operation and this provides children with a caring and trusting person. As a result of this, children develop a healthy independence on key persons. This is because they are receptive to the children's needs and give them confidence to explore the new environment. Children's behaviour is good because staff are consistent in their approach. For example, staff agree set rules with the children and on occasion remind children of the rules. They also give clear explanations about why certain behaviour is not acceptable. This helps children to learn important social skills, such as sharing, taking turns and being kind to each other. Children are developing good awareness of their personal safety. For example, staff help children to understand the consequences of what can happen if they do not sit properly on a chair. Staff also provide meaningful ways to help children learn and understand the importance of keeping themselves safe. For example, staff use a soft toy to help children understand that scissors are for cutting and how to hold the scissors safely and properly when taking part in cutting activities.

Children's healthy lifestyles are promoted well as staff provide them with good quality and varied freshly cooked meals and snacks each day. For example, the meals on offer to children consist of tuna and sweet corn pasta, roasted gammon and vegetables, and curry and rice. The manager ensures that there are processes in place to support babies and children's specific dietary needs. This includes preparing meals to a suitable consistency for babies, and offering appropriate meat and vegetarian options to meet children's religious and dietary requirements. Fresh drinking water is available to the children indoors and outside throughout the day. However, the large water jug is too heavy for young children to lift and therefore, this does not encourage them to pour their own drinks independently.

Staff remind young children that it is good to wash their hands before eating and after visiting the toilet. Older children wash and dry their hands independently at routine times. All children have access to tissues, to which they help themselves when required. This demonstrates children's ability to attend to their personal health needs. Children are developing a growing understanding of their own health through discussion and topic work. For example, children are learning to drink more water to keep cool during hot weather. They are also developing an understanding of the types of clothes that are suitable for different seasons of the year, and how to protect their skin from the sun.

Children demonstrate good hand and eye coordination as they use scissors to cut paper. They regularly use pencils, chalk and paint brushes and hold them correctly. Young children are becoming skilful at pouring water from one container to another during water play. Babies are gaining skills appropriate to their stage of development. Older children now have access to a range of moveable structures, such as tyres and stepping stones, which they move around and set up to provide various ways for them to climb on or into. Staff also set up equipment to provide children with opportunities to develop skills to climb and find new ways of moving. For example, children climbed through or over the tunnels, with adult support. Children also enjoy physical play through music and movement

sessions. These activities help to promote children's good health.

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

Arrangements for safeguarding children in the setting are good. The inspection took place following complaints about the children's health, safety and security. This raised concerns relating to safeguarding practice, key persons, ratios, child supervision, staff deployment, food and drink, accidents and injuries, behaviour management, safety, risk assessments, the premises, and general information and records. The inspection has found that the children are cared for in a safe and secure environment. The setting's main front door is securely shut at all times when not in use. Also, the manager and senior members of staff monitor visitors to the setting. Visitors are required to sign themselves in and out, and wear a visitor's identification badge while on the premises. This system helps to ensure that unauthorised visitors do not gain access to children. The staff carry out daily safety checks indoors and outside. In addition, the manager updates the risk assessment as required, such as before using the new ventilation units in the group rooms. This means that children are able to move around the rooms freely and safely. The kitchen is inspected by environmental health on an annual basis to check the cleanliness and maintenance of kitchen equipment for cooking children's meals. In addition to this, an external agency carries out visits throughout the year to check for and remove any possible traces of infestation so that the preparation areas for food are not contaminated.

The cook and staff responsible for food preparation and handling have attended food and hygiene training. They implement procedures for storing, preparing, cooking and serving food hygienically. The manager monitors the temperature of the rooms during the warmer weather and takes appropriate steps to provide ventilation units and electrical fans to cool down the temperature of the rooms. Staff take children out to play early on in the day and late in the afternoon when the outdoor temperature is cooler. They also apply sun cream to protect children's skin and provide them with sun hats to reduce the risk of children getting sun burnt outdoors. Documentation for recording accidents, incidents, medication administered to children, and the attendance records are in place and well maintained to further safeguard the welfare of the children.

The setting has robust recruitment and vetting procedures in place, which also includes an encouraging induction process for new staff. This means that children are looked after by staff who are suitable and experienced. There are regular staff supervision sessions, appraisals and team meetings for the continual assessment of staff's professional development. The adult-to-child ratios are consistently met and staff are appropriately deployed throughout the day so that children receive good levels of supervision and support. Staff have a good understanding of how children learn. They plan purposeful activities and make good use of daily routines and free play to extend children's learning. Consequently, all children are making good progress. The manager and staff have addressed the recommendations raised at the previous inspection and this is having a positive impact on children's learning and development. For example, a system is now in place for parents to record observations of their child's development from home. Also,

staff now give parents ideas of what they can do at home to work alongside what their children can do at the nursery. The manager and staff use an effective self-evaluation process to identify the setting's strengths and areas for development. They continually look to improving the outcomes for children. The management team understands the importance of offering better facilities for children. For example, they are planning to refurbish the rooms to install thermostatically controlled ventilation system to quickly adjust room temperature for children's comfort.

The manager values parents' feedback from questionnaires and their general views about the provision of care for their children. This has benefited children's general well-being. For example, children now receive a light meal early evening, which they enjoy eating. Parents are keen to express their views about the setting during the inspection. Parents say that they are delighted with the care and education their children receive. Parents also say that the staff are friendly and that they are happy with their children's safety and security on the premises. The manager and staff recognise the value of importance of working with parents as partners to promote the well-being of children in their care. They meet with parents at regular intervals throughout the year to exchange information about children's development and progress. There are a number of notice boards with a wealth of information in the hallway. In addition, there are monthly newsletters, and written and verbal daily feedback from key persons which helps to ensure that parents are kept well informed about their child. Staff have effective partnership with other professionals involved with the lives of children with special educational needs and/or disabilities. This helps to ensure that all children's needs are well planned for and met. The setting has good links with primary schools to ensure effective continuity of care and transition for the children starting school next term.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY374155
Local authority	Waltham Forest
Inspection number	981424
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	84
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	10/01/2013
Telephone number	0208 5310713

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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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