

Active Learning West Hampstead Nursery

88 Compayne Gardens, LONDON, NW6 3RU

Inspection date	03/07/2014
Previous inspection date	04/01/2013

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 use effective teaching methods, and well planned lessons given by specialist teachers, to help children to explore subjects, such as, arts, music and sports. This positively contributes to children being eager to learn and make good progress in their learning.
- Staff in the baby rooms are enthusiastic and provide well planned and enjoyable activities. Their close and positive interaction enables children to fully participate and make rapid progress in their physical and communication skills.
- The nursery is highly successful in encouraging an effective partnership with parents and engaging them in their children's development and learning.
- Safeguarding is given high priority within the nursery. Staff demonstrate a thorough understanding of their responsibilities and implementing appropriate procedures to ensure children's welfare and well-being.

It is not yet outstanding because

- On occasion, staff do not effectively engage children during the daily routine to meet their individual needs or extend children's learning.
- Staff have not yet fully established partnership working with some of the early years settings that children also attend to consistently promote continuity in learning.

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.

Inspection activities

- The inspector observed activities in the playrooms, including the art room and music studio the outside learning environment and talked with the staff and children.
The inspector examined a range of documentation, including evidence of suitability and qualifications of staff working with children, a sample of children's records, development plans and staff records.
- The inspector held discussions with the manager, regional manager and completed a joint observation with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

Full report

Information about the setting

Active Learning West Hampstead Nursery registered in 208 and is one of nine nurseries run by the Active Learning Childcare Company. The nursery operates from the first floor, ground and lower ground floor of a large converted house, in West Hampstead, in the London Borough of Camden. Children have access to a number of rooms. Access to the nursery is via seven steps up to the door. There is a secure enclosed garden for outdoor play. The nursery is open each week day from 7.30am to 6.30pm for 51 weeks of the year. There are currently 210 children on roll who are in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged three and four. It supports children with special educational needs and/or disabilities and children who learn English as an additional language. It currently employs 63 members of staff, of these 41 hold appropriate early years qualifications at level 3 and above including four with Early Years Professional Status or Qualified Teacher Status. The nursery also employs a chef and two chef assistants.

What the setting needs to do to improve further

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

- review the organisation of daily routines, such as lining up, snack and sleep times, and how staff use these to maximise potential learning opportunities and further promote children's independence, personal and social skills.
- strengthen the ongoing sharing of information with providers of other early years settings where children attend, to ensure continuity of children's learning is fully promoted.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and have a secure understanding of how young children learn. Staff ensure that all the areas of learning are effectively introduced to provide challenging experiences that meet the needs of all the children. Staff are effectively deployed and supervise children well. They consistently observe and assess children's progress. The observations and assessments are detailed and carefully track children's progress across the seven areas of learning. Staff know their children very well and talk enthusiastically and in detail about children's current interests, what they are able to do and how they plan to help them progress. This ensures that staff are fully aware that children are progressing well towards the early learning goals over time, given their starting points. This includes children learning English as an additional

language and those with special educational needs and/or special educational needs.

The quality of teaching is good across the nursery. Babies gain a rich sensory experience as staff use a wide range of accessible and flexible materials to stimulate children's senses through practical play experiences. Babies concentrate intensely as they handle large cardboard tubes. They use large curtain rings to post on a mug holder. They extend their investigations by posting them into a box. This stimulates babies' curiosity, allowing them to discover objects through first hand experiences and enjoy their independent decision making. This helps babies to be keen and eager learn. Older children are excitingly involved in a project on the artist Henri Matisse led by a specialist art teacher. They enjoy creating their own works of art after learning about the artist's life and work. Children concentrate and maintain their focus for a long period of time while they are fascinated creating shapes on the floor using different coloured masking tape. Children show satisfaction in meeting their own goals and this helps children to be actively involved and motivated to learn. Some of the children have visited an exhibition of the artist's work. This helps them see at first hand different ways of expressing and communicating ideas. Staff talk and laugh with the babies and their warm interaction during the play with water and bubbles effectively helps support young children's emerging language. This helps children to be equipped to take the next steps in their learning and to be eventually ready for school. Children confidently line up and move around the nursery when changing rooms for their various lessons. Staff make some use of this time by encouraging children to count the children in the line. However, occasionally the time to organise the children in the lines is not used purposefully to extend their learning. In addition, children are waiting for too long with nothing to do and this does not always stimulate fully children's interest or keep them engaged.

There are strong partnerships with parents who are mostly very well informed about their children's learning and progress. They are invited to regular reporting sessions to meet their children's mentor and other staff. Staff give parents ideas on activities to help support children's learning at home. For example, parents can access the art teacher's blog to help them follow their children's learning on the artist Matisse. Parents of the young children are welcomed into the setting and some fathers recently enjoyed a play session to celebrate Father's Day. This helps parents extend their children's learning at home.

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

Children play in bright and welcoming surroundings. The main room and outdoor area are well resourced and the good use of natural and exciting equipment helps children's learning and development effectively. There are colourful and informative displays of children's pictures and paintings, which help children to feel proud of their successes. Photographs of the children with the members of their family are well displayed which helps children develop a strong sense of belonging.

Staff are sensitive and skilfully provide a solid foundation to help children develop their personal, social and emotional skills. The mentor system ensures that staff know their key

children well. Staff gain information from parents about their preferences for their young children's care routines and provide new children with reassurance to help them to settle. Similar processes effectively help children move between rooms goes as smoothly as possible. For example, initially each child visits the new room with their key person and then visit for small taster sessions at different times of the day. Older children getting ready to move onto school are enthusiastically practising a performance for their graduation ceremony. They sing about growing up, looking forward to the school routines and being eager to learn. They also practice playing along with a piece of music. They follow the instructions of the musical director and effectively keep to the rhythm with some shakers and percussion sticks. This performance shows staff are teaching skills and techniques that are successful in helping children to be confident and self-assured and will aid their move onto school.

Staff use positive praise and clear guidance, which is appropriate to children's levels of understanding, to manage children's behaviour. They support children to play successfully with their friends by giving ideas such as asking if the bricks can be added to another child's tower and waiting until they agree. This helps children recognise of the needs of others and play while feeling secure. Children are generally supported in their self-care skills as they are encouraged to put on their own shoes after finding them on their peg. However, staff do not always encourage young children to pour their own drinks or to get undressed at routine snack and sleep times. This does not successfully consolidate children's ability to be fully independent.

Children are learning to be safe, they move confidently around the premises, climbing the stairs and they learn about moving with control and the effects of exercise on their bodies during sports lessons inside and outdoors. There are freshly cooked and nutritious meals and snacks from a varied menu, specifically planned to help children enjoy their meals. The nursery caters well for children's allergies and food preferences to ensure that children are kept safe from contamination with allergens.

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

Ofsted received concerns in March 2013 relating to safety, suitability of the premises, procedures for administering prescribed creams, meeting children's dietary needs, keeping a written record of complaints, planning activities to challenge children and the supervision of staff. As a result, we carried out an unannounced visit and found that the provider was not meeting the requirements with regards to these concerns. We therefore set four Welfare Requirement Notices and three actions/notices to improve. We then carried out two monitoring visits and found the provider had taken appropriate action to meet them.

Management and staff fully understand their roles and responsibilities in relation to safeguarding and child protection. There are comprehensive and consistently applied risk assessments. For example, children are closely supervised in the garden and on the stairs. Management have systems in place for the safety of the children when parents access the web cam. All parents are given a secure login code to ensure there is no unauthorised

access to this system. Staff ratios and good deployment ensures children are cared for in a safe and secure environment. Staff understand that to keep children safe they need to be thorough in their knowledge of the safeguarding policies and procedures. They can explain the action to take if they are worried about a child and what to do if they are concerned about a practice issue. This includes an understanding of the whistleblowing procedure to keep children free from harm. Thorough recruitment practices, includes suitability checks on all adults working with children, help maintain children's safety. Induction programmes support new staff and in-house and other training is used, alongside regular supervisions and annual appraisals, to ensure existing practitioners remain up-to-date with their role and responsibilities. Staff report that safeguarding issues are focused strongly in these meetings.

The manager is aware of their obligation to notify Ofsted of significant events and comply with this. For example, when an accident to a child occurred at the nursery the manager notified Ofsted as required. The manager investigated the accident and found that there were no breaches of requirements. Staff are well deployed and effectively implement risk assessment procedures to recognise and minimise any hazards in the premises. They have suitable training in paediatric first aid and safeguarding children and, therefore, understand how to care appropriately for children in an emergency. Staff fully review accident records to evaluate how they can strengthen their practice. For example, now staff encourage children to be exuberant in a larger room, such as, the dance studio where they have more space to move without accidentally knocking into each other. This helps children to have physical exercise and to further promote children's safety.

Children's welfare benefits from staff that are well supported by the company's wider management team. The company provides effective support with visits from the regional manager. This shows a strong commitment to improving the care and learning for every child. There is a strong ethos of reflective practice that ensures any areas for development are identified so that action can be taken to improve the provision. Actions made at previous Ofsted visits have been successfully addressed. For example, staff ratios are frequently checked and the nursery has an extensive bank of staff that can be called on in order to fill any gaps in staffing. Baby room staff are enthusiastic in introducing ideas from their training. They have gathered a wide range of natural materials to introduce explorative play with babies. Parents are asked to contribute to these resources and staff are eager to share with other staff and parents the benefits using these different materials with children. Managers and staff understand their responsibilities for the learning and development requirements. Teaching and learning are monitored effectively so that children's individual development needs are quickly identified. Staff track children's progress by regularly reviewing the learning records to ensure there is no underachievement. This includes the completion of the progress check at age two and, if required, additional support is provided to close gaps in learning. The special educational needs coordinator has a strong network of colleagues to liaise with for advice and support. This helps children to rapidly close any gaps in their learning.

Parents and carers spoken to during the inspection were keen to express their opinions of the nursery. They state that their children are happy and settled and they are pleased with the progress their children are making in their development. The nursery has good links with the schools it feeds into, which promotes good partnership working, to aid a smooth

transition to the next stage in children's learning. However, links with providers of some early years settings children also attend are not fully established. This means a shared approach to all children's care and learning across provisions on an ongoing basis is not promoted as well as it could be.

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	EY360658
Local authority	Camden
Inspection number	979974
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	144
Number of children on roll	210
Name of provider	Active Learning Childcare Ltd
Date of previous inspection	04/01/2013
Telephone number	0203 031 9097

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

