

Blundells Day Nursery

Sheepcote Lane, Battersea, London, SW11 5BW

Inspection date	04/08/2014
Previous inspection date	11/09/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Staff use effective behaviour strategies to promote positive behaviour, which help children develop very good habits and behave appropriately.
- Staff are friendly and interact well with children, demonstrating a genuine interest. As a result children, particularly children with special educational needs and/or learning disabilities, demonstrate they feel safe and are developing very secure emotional bonds.
- Staff provide some relevant and meaningful learning experiences, such as shopping trips, to promote children's learning.

It is not yet good because

- There are weaknesses in the planning of activities. This means that not all children receive challenging and enjoyable experiences that meet their individual learning needs.
- Opportunities for older children to develop independence in self-care, particularly around meal times, are inconsistent.
- Staff do not always fully prepare children who will be going to school, by helping them to adapt to new routines.

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 children in all indoor and outdoor areas of the setting.
The inspector sampled a range of documentation, including medication and accident records, children's registration documents, children's attendance records, staff files and supervision documentation and the setting's safeguarding policy and procedures.
- The inspector held ongoing discussions with the children, the staff and the manager throughout the inspection and the registered individual by phone during the feedback session, including discussions about safeguarding issues.
- The inspector took account of parents' views, during discussions on the day and by viewing letters written to the management.
- The inspector discussed leadership and management and carried out a joint observation with the manager.

Inspector

Jacqueline Walter

Full report

Information about the setting

Blundells Day Nursery registered in 1992 and is privately owned. It operates from a converted courthouse in Battersea, in the London Borough of Wandsworth. The children have access to four main playrooms and all share access to a secure garden area. The nursery is within walking distance of shops, parks and transportation links. It is open each weekday from 8am to 6pm, for 49 weeks of the year. Children attend on either a full- or part-time basis. The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 45 children attending in the Early Year Foundation Stage. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years of age. Staff support children with special educational needs and/or disabilities. The provision employs 15 members of staff. With exception of three, all staff, including the manager holds appropriate early years qualifications. Three members of staff are working towards a qualification.

What the setting needs to do to improve further

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

- improve the planning and organisation of group activities and adapt them accordingly to meet the developmental stage of all children so they receive challenging and enjoying experiences that meet their individual needs.

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

- improve opportunities for older children to develop independence in self-care, particularly around meal times
- improve the planning of routines for older children who will be moving on to school, to ensure they are ready and able to adapt to the next stage of their education.

Inspection judgements

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

Staff demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use this knowledge to help children make suitable progress towards the early learning goals. This helps the children prepare for their future learning. Children enjoy practising physical skills during a variety of activities. For example, they enjoy using the climbing apparatus and slide and sand tray in the outside

area. Young children also enjoy using spoons to mix and explore the pasta and glitter staff provide. This helps them learn to coordinate their smaller muscle movements. Staff help children to develop some understanding of the world around them. For example, older children enjoy first hand experiences of visiting local supermarkets and have their own money and baskets. Children enjoy exploring musical instruments as staff regularly welcome in an outside agency to take a music session. This enables children to play different instruments and actively sing songs and dance to music they create. Activities such as these help children to develop their imaginations and represent their own thoughts and ideas creatively, in addition to developing their physical skills.

The quality of teaching is generally appropriate. Staff effectively encourage and involve children in activities such as tidying their toys away. This helps children to develop positive relationships and work collectively with their peers. They also position themselves at the children's level and consolidate children's growing vocabulary by naming items and resources, and adding new words promote children's language. This helps children to develop their conversational skills. Staff invite pre-school children to sing songs that involve numbers to teach them to count through play. Some children have the confidence to sing songs and nursery rhymes in front of others. This enables them to express themselves and gain confidence as well as develop their numeracy skills. Staff provide appropriate opportunities for children to use their home languages in the setting. For example, children learn songs in Spanish as well as in English during their singing times. This helps to support their language development at home.

Staff use the information they gather from their observations to help children achieve appropriately overall. They identify children's starting points through conversations with parents and through the admission forms that parents complete. Staff complete regular observations that identify children's achievements and their next steps in learning. Staff use this information to plan activities that help to meet the children's individual learning needs and interests. However, the planning and organisation of activities is not fully effective and often does not offer children challenging and interesting experiences. For example, pre-school children spend long periods aimlessly waiting in queues. Consequently, they become boisterous during routines, such as washing their hands. In addition, large group activities such as singing time are too long. Staff do not always effectively consider the differing abilities of children. As a result, some children lose interest and turn to other activities. Adult-led group activities for younger children are not consistently well planned. For example, staff set out pasta and glitter for younger children to explore. However, staff spend a significant time in a supervisory role, rather than supporting children in exploring the materials through their senses. Consequently, they do not provide valuable learning opportunities at this time.

Parents are appropriately involved in their children's learning. Staff share information regarding the children's care, achievements and how learning can be supported at home appropriately. They work effectively with some parents addressing developmental needs. Staff offer good support to children who have special educational needs and/or disabilities, creating individual plans to support their care and education.

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

There is an effective key-person system in place. This provides good continuity and consistency of care for the children. Staff implement appropriate strategies to help settle new children. For example, they encourage parents to participate in settling-in visits and discuss information about the children's interests and routines at home. This enables staff to have a good understanding of children's individual needs. Children are happy, settled and display suitable levels of confidence and self-esteem. For example, older children confidently inform staff of their needs, including what food they do not want to eat. Children proudly share their achievements with staff, for example, when they have finished their meal.

The learning environment helps children progress towards the early learning goals. Children are able to easily choose from an appropriate range of resources. Toys and activities are safely organised providing children with suitable opportunities to develop their independence and decision-making skills. The environment reflects the wider world and is interesting. For example, staff display children's creative work attractively throughout the nursery, as well as simple words in different languages. This demonstrates that diversity is valued. Children also have opportunities to choose from a selection of resources that reflect positive images of diversity. For example, books and role-play equipment, including multicultural dolls provide good opportunities for children to be aware of, and value differences.

Staff use positive strategies to promote children's good behaviour. Children benefit from their use of lots of praise and encouragement. Staff take time to explain about the importance of sharing. They reward younger children's good behaviour, using stickers. For example, when children are toilet training, staff reward them for using the potty. Older children are keen to behave positively and work together in tasks such as wiping tables before their lunch. These strategies effectively promote the children's self-confidence and sense of responsibility. Staff successfully build children's skills in cooperating with others.

Children are developing a sound understanding of how to keep safe as staff explain why they must hold the banisters when negotiating the stairs. Older children know they need to leave the building when they hear a fire alarm. Staff encourage children to engage in regular routines that promote their understanding of good hygiene. For example, children know they must wash their hands before meals and after using the toilet. Staff encourage younger children to develop some self-care skills and aid them by blowing their nose as they wipe their face. However, opportunities for older children to develop independence in self-care are inconsistent. For example, during meal times staff individually place and tie the children's aprons upon them, as well as serve them their meals. At times, staff only give children spoons to use while eating pasta and stew. This means that children do not gain confidence in using cutlery as they become more able. Children are developing an appropriate understanding about healthy eating because staff talk to them about how food helps them to grow. Children also make choices about what they want to eat. Staff encourage children to be physically active. All children have daily opportunities to play outside. This means they can regularly enjoy fresh air and opportunities to develop their physical skills.

Staff appropriately help children prepare for moves within the setting and into their new schools, so they feel happy and secure. Children are able to participate in 'taster' visits to their new rooms before they move in. This helps children gain confidence and familiarity with new staff and new friends. Some children meet their new teachers and talk about the routines of their new schools. They participate in small group work that focuses on enhancing numerical and writing skills. However, some activities are not fully effective in meeting the children's needs in order to help prepare them for school. For example, most children are still encouraged by staff to have a sleep after lunch. This does not always meet their developmental needs and limits the children in being ready when they ultimately transfer to school.

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

The management team has a sound understanding of their responsibilities in meeting the learning and development requirements overall. However, there are weaknesses in the planning of activities and routines to ensure they effectively provide challenging and interesting experiences that meet children's developmental needs.

Staff's knowledge and understanding of implementing the safeguarding and welfare requirements of the Early Years Foundation Stage is also sound. Arrangements for safeguarding children are effective. Staff and management have a good knowledge of the procedures to follow when concerns are raised about children or adults. Staff conduct, and regularly review risk assessments to help ensure that children can play and learn in safety. For example, staff are vigilant in ensuring safety gates on stairs are closed. Visitors also have to record their times of arrival and departure when visiting the setting. Staff and management meet the adult to child ratios at all times. Staff deployment is appropriate and children are within sight and hearing of staff at all times.

The leadership team uses robust recruitment and vetting procedures to appoint staff and to ensure the staff are aware of their roles and responsibilities. For example, they take up written references and complete enhanced Disclosure and Barring Service for each member of staff. In addition to this, the management ask staff to confirm their ongoing suitability on an annual basis. This means the management take effective steps to ensure the staff are suitable to work with children.

The management regularly observes and monitors staff practice. Management conduct regular staff supervision and appraisal meetings. In addition, weekly staff meetings enable staff to discuss any concerns they have about children's progress. These meetings help management to identify staff training needs and secure opportunities for their professional development. This effectively supports and helps drive improvement within the nursery and therefore benefits the children.

The leadership and management team have generally effective systems to evaluate their provision and practice. These help them to inform the nursery's priorities and drive

improvement. They complete an annual self-evaluation form and set targets for improvement in the outcomes for children. For example, they have identified the need to improve the quality of teaching. Consequently, they have supported staff to attend additional training on improving observations, and with working with babies. They also employed a member of staff with Early Years Professional Status to improve staff practice. This has resulted in the improved use of observations and assessment and interaction with babies. However, some activities are not well organised. Management and staff have appropriately addressed recommendations made previously by Ofsted. For example, they have increased opportunities for children to engage in a good selection of creative activities and develop their skills in expressive art and design.

The leadership values both their staff and parents' views and contributions and takes account of them to help drive improvement in their partnership working and care of the children. For example, parents told management that children who attend on a part-time basis were frequently receiving the same meals. The manager and cook now have meetings where they discuss, change and plan the menu regularly. This means that all children can now experience different meal choices.

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
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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	123090
Local authority	Wandsworth
Inspection number	983771
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	67
Number of children on roll	45
Name of provider	Blundells Day Nursery Limited
Date of previous inspection	11/09/2013
Telephone number	02079244204

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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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