

Imperial Wharf Nursery

1, Station Court, Imperial Wharf, Townmead Road, London, SW6 2BF

Inspection date	03/12/2014
Previous inspection date	10/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 incorporate children's next steps for learning well into planning, which helps to ensure that they meet children's effectively.
- Children are happy and settled because staff build warm, secure relationships with them.
- Staff help children to develop good independent skills, such as serving themselves at lunch time and managing their own personal care routines.
- Staff work well with parents and keep them informed of their children's progress.

It is not yet outstanding because

- Staff do not encourage children to engage fully with books; children show limited interest in stories, at times.
- Staff do not provide a wide range of regular opportunities for children aged two to three years to explore music and sound, for example, through singing.

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 carried out a joint observation with the manager of an adult-led activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector tracked the progress of several children.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Bright Horizons at Imperial Wharf is one of several nurseries run by Bright Horizons Family Solutions Limited. It opened in 2006 and operates from purpose built premises. The nursery is situated in the Fulham area of the London borough of Hammersmith and Fulham, close to the river Thames. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. It is closed for one week at Christmas. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. There are currently 48 children in the early years range on roll. The nursery receives funding for early education for children aged two, three and four years. The nursery also provides a holiday play scheme. It supports children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery employs nine members of staff, including the manager and a full time chef. Of these, seven hold appropriate early years qualifications. This includes one staff member who holds an early years degree; six staff members who hold qualifications at level 3; and two staff members who are unqualified but working towards early years qualifications.

What the setting needs to do to improve further

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

- develop further ways for children aged two to three years to explore music and sound

- develop further ways for children to engage more with books.

Inspection judgements

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

Children make good progress in this well organised nursery. Staff assess children thoroughly and use this information to good effect in planning. Staff focus their plans well on children's individual needs, covering all areas of learning. This enables staff to offer a variety of stimulating activities based on children's interests. They offer children the choice to play indoors or outdoors and this supports children's different learning styles. Staff provide resources in low level, labelled and accessible units, which enables children to make free, independent choices in their play. They create their own play from these resources. This is balanced by some adult led activities, which adds structure to children's learning. Specialist teachers enrich children's learning. Adult-led sessions in yoga and French, for example, support children's physical development and language skills, respectively.

Staff teach children names and sounds of alphabet letters while they play with magnetic letters on giant boards. They learn to recognise their names on cards when they arrive at the nursery, which supports their early literacy skills. Staff teach children to count securely as they select different numbers and take out the correct number of cubes to match the numeral. Staff teach children about patterns while they play with kaleidoscopes. They talk to children about the different colours and shape names within the various designs. Although staff stock the book corner well with a variety of books, children do not spend very much time looking at books or listening to stories. Staff do not often use different ways to tell stories, or add puppets or props, for example, to make books more interesting to children. Children enjoy making snowmen and explore the texture of cotton wool. Staff teach children new words, such as 'soft and bright' to describe the wool. Although staff sometimes sing songs with children, this is not fully developed with children aged two to three years so that they sing a variety of rhymes and songs to explore music and sounds. Children draw recognisable pictures on large sheets of paper using crayons and coloured pens. They concentrate well on tasks and learn to take turns during group discussion times. Overall, children learn good skills for later use in school.

Children learn to balance along planks, and ride around bike paths on push and pedal bikes. They climb across frames and use space in the outdoor area to move confidently in different ways. They explore space and different ways to join objects as they play with construction sets. Children use good small muscle control as they make marks on large chalkboards. Staff teach children to throw, catch and kick balls, which supports development of their physical skills.

Staff support children who learn English as an additional language well. They learn and display key words in children's home languages and use gestures and physical resources to support their communication skills. Children feel welcome in the nursery because a special soundboard is displayed, which features greetings by the children in different languages. Children with special educational needs and/or disabilities make good progress. Staff make individual education plans and liaise closely with health professionals to meet children's needs well.

Staff offer parents good ways to support their children's learning. They suggest home activities that parents can do with their children to help their progress. Staff keep parents well informed of their children's development by having regular review meetings and providing written reports. Staff carry out progress checks for children aged two years and provide written summaries to parents. This helps to keep parents further informed.

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

Staff build warm, strong relationships, which makes children feel happy and secure. Staff know children well and use their interests to plan activities which children enjoy. The key person system is well established and helps to ensure that children settle well. Staff find out about the home care routines of younger children and incorporate this into nursery

practice so that babies' needs are met well. The nursery is very well designed, bright and attractive and children's work is presented well. This supports children's well-being, by making them feel comfortable and giving them a sense of pride.

Staff manage children's behaviour effectively. They have clear expectations of behaviour, which they share with the children. This helps children to know what staff expect of them so they understand ground rules. Children behave positively because staff praise them when they behave well. This acts as good motivation. Staff teach children about difference so that they develop cultural understanding. For instance, staff celebrate and discuss special events, such as Eid. Children behave in safe ways. They know how to avoid accidents by walking sensibly indoors. Staff teach children about road safety and this supports their understanding of how to behave while walking outside.

Staff make sure that children have healthy routines and show good understanding of why they need to keep clean. Children wipe their own noses, taking tissues from 'tissue stations,' which display photographs of how to wipe noses and dispose of used tissues hygienically. Children use the bathroom independently and wash their hands at appropriate times. They say that they wash their hands 'to keep the bugs off,' so understand the need for good hygiene routines. Children show independence by helping to lay dinner tables, serving themselves, pouring their own drinks and scraping plates when finished. Staff change nappies in clean, bright, organised areas, which helps to prevent cross infection.

Staff support children who move to school by sharing information about children with local schools. They help children to prepare for school by talking with them about school routines. They encourage children to draw and paint pictures of schools following their visits. Children spend time with the new group before moving rooms within the nursery. This helps them to get used to new staff and environments, developing confidence for the next stage of their learning.

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

Staff prioritise children's safety. There is an 'e safety' coordinator who helps to ensure that internet access is secure, safe and appropriate for children's use. Over half of the staff team are qualified in first aid. They are deployed in all areas of the nursery to enable ready access in case of emergencies or accidents. This helps to protect children further. Staff are vetted well for their roles, which supports children's safety. The nursery is secure and intruders are deterred because entry is via a video electronic intercom. Staff know who is in the building at all times because all visitors sign a visitors record on arrival. All staff have received safeguarding training and have good awareness of procedures to follow should they be concerned about a child. The management team is aware of their roles and responsibilities in relation to the requirements of the Early Years Foundation Stage.

Management encourage staff to reflect on their practice through use of probing questions

and prompts to evaluate how well they do things. Also, staff learn from one another's practice because they make peer observations regularly. The management team further support staff by observing them at work and providing feedback to enhance their practice. They check the quality of children's learning journals and review planning on a regular basis. This helps to ensure that monitoring is effective. Staff have good awareness of children who operate outside of expected levels because they use an effective tracking system. This enables staff to put suitable plans into place to meet their needs. Staff have individual meetings with the manager to discuss any work issues so that performance is improved. Staff have their training needs identified accurately because management carries out staff appraisals. For instance, staff attended a course on supporting speech and language for children aged two years, which led to a wider range of strategies being used.

Children are supported well by others involved in their care and learning. Staff have good working links with health professionals to provide support to children with special educational needs and/or disabilities. They work effectively with parents by providing good opportunities for them to take part in their children's learning.

Management has clear insight into the strengths and weaknesses of the nursery. The team evaluates all areas of the nursery and has forms key priorities for development. For instance, management plans to continue to develop links with parents to support children's learning. The nursery operates well and has good ability to continue to do so.

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	EY339865
Local authority	Hammersmith & Fulham
Inspection number	828357
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	68
Number of children on roll	48
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	10/02/2009
Telephone number	020 7731 9130

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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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