

# Ferndale Road Day Nursery

Ground Floor, Exbury House, Ferndale Road, London, SW9 8AZ

## Inspection date

06/11/2014

Previous inspection date

11/04/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- Children are happy and settled because they have secure relationships with staff and the key person system is managed well.
- There is effective monitoring of the educational programmes and children are making good progress in their learning and development. The provision to develop children's communication, language and literacy is a particular strength within the setting.
- The staff team are well qualified and work effectively as a team to support children's needs. They have good partnerships with parents, which supports children's individual needs.
- Children behave well because staff manage children's behaviour in positive and effective ways.

### It is not yet outstanding because

- Babies do not always sit together at the same level during mealtimes, which does not encourage their social development.
- Resources in the garden are not always readily accessible to enable children to initiate their imaginative play.

## **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 inspectors observed activities and quality of the teaching.
- The inspectors tracked the progress of several children.
- The inspectors sampled a range of documentation.
- The inspectors spoke to parents, staff and children and took their views into consideration.
- The inspectors held meetings with the manager and completed a joint observation together.

## **Inspector**

Laura Brewer / Debra Davey

## Full report

### Information about the setting

Ferndale Road Day Nursery was registered in 2002 and is one of two early years provisions run by an individual provider. The nursery is registered on the Early Years Register. It operates from a refurbished ground floor flat situated within a residential estate in Brixton. Children are accommodated in three playrooms and have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 43 children aged from 12 months to under five years on roll, some in part-time places. The nursery receives funding to provide free early education for children aged three and four years and cares for a number of children who are learning English as an additional language. A total of ten staff work directly with the children and they all hold an appropriate early years qualification. Six staff are qualified at level 3, two at level 2 and the manager holds a Foundation Degree in Early Childhood studies and a full BA Hons Degree in Early Childhood studies.

### What the setting needs to do to improve further

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

- improve the arrangements for mealtimes in the baby room to allow children to sit at the same level
- ensure that the resources in the garden are readily available for children to make choices in their play and learning.

### Inspection judgements

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

Children are making good progress in their learning and development because staff teach children well and provide an interesting range of activities. Staff record children's progress and plan for each child to allow them to play and learn to the best of their ability. Younger children enjoy learning using their senses. For example, staff encourage babies to feel the texture of natural objects in the treasure baskets and talk to them about the items as they explore. Babies giggle with delight as they play with water and watch how it runs through the water wheel. The focus on helping babies develop their natural curiosity helps to prepare them for their next stage of learning.

Older children enjoy an interesting range of creative activities, such as expressive dance sessions as well as music sessions to explore creativity and rhythm. Children learn about the world around them; they have made foil models, puffy pictures and trees using real leaves. They paint pictures of rainbows and talk to staff about the 'colours in the sky'. Staff plan interesting and challenging activities for mathematics and children show skills in

counting during activities, stories and songs. There are a good range of mathematical games and resources in the teaching room used by older children on a daily basis to help them develop their concentration skills. There is very good support for children of all ages to develop communication and language skills through the use of songs, stories and puppets. Older children are encouraged to join in with memory games to help develop their early reading skills. Effective teaching means that children are acquiring the skills they need to be ready for school, for example, staff teach children the sounds that letters make during conversations and activities. An excellent lending library is available for children to borrow books to read at home. This promotes a love of stories and helps parents to become involved with their child's learning.

Although children are supported well in their personal and social development overall, the arrangements for the babies at mealtimes does not allow them to sit together at the same time. However, babies do enjoy story and song times in a cosy and welcoming book area. Staff encourage babies to explore their own outdoor play space and develop their physical skills under close supervision. Older children make their own choices and decide whether to play indoors or outside in the main garden. Children enjoy robust physical play, for example, climbing and balancing as well as organised games such as swing-ball. However, on occasions, children do not play imaginatively in the garden because the play areas are not always set up with role play equipment before children go outside.

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

Children's emotional well-being is promoted well. Staff's attentive approach promotes children's self-esteem and confidence because children know they are valued. As a result, children form strong attachments with staff. Babies and toddlers demonstrate that they are happy and settled at the nursery. Staff quickly respond to babies needs by providing cuddles when they need comforting. When children start at the nursery staff collect key information from parents about what children can do and their care needs. This ensures that staff are aware of children's starting points, which they use to plan learning opportunities to support children's progress. Children's work is displayed throughout the nursery. Photographs of children and their families help them to feel valued and support their sense of belonging.

Children are well behaved at the setting. Staff encourage good behaviour from children to support their personal, social and emotional development. Staff are good role models and use praise to encourage positive behaviour. For example, Children understand the concept of turn taking whilst using the play resources in the garden. Staff incorporate the use of Makaton signs and visual aids to assist with developing children's language and communication skills.

Children are learning good hygiene routines because they know they must wash their hands before eating and after using the bathroom. Children develop their awareness about the importance of a healthy lifestyle because staff promote daily fresh air and exercise for all children. Meals and snacks are freshly prepared, healthy and nutritious and meet children's individual dietary requirements. Children enjoy fruit snacks and the use of the mini water coolers, which enables them to respond to their own physical needs whilst

developing their independence skills. Children are learning about how to manage risks and keep themselves safe because staff support them to use a range of physical outdoor play resources. Children also participate in regular fire drills, which further supports their growing awareness of how to keep themselves safe.

Each room is attractively presented. Children have access to a good variety of resources, which are thoughtfully stored and for example, allow babies the independence to choose for themselves. The move to school is managed through developing partnerships with local schools. Transition forms have been improved and provide teachers with clear information about children's stages of development. Teachers are invited to visit children in the nursery to get to know their individual needs. This supports children to be emotionally ready for school.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. Staff have a secure knowledge of how to keep children safe and they implement this well in practice. Staff are aware of procedures to follow should they be concerned about a child's welfare. Safeguarding training is given high priority. The majority of staff have attended training. There is a monitoring system in place which allows the manager to review when safeguarding training needs to be updated and plans are in place for new staff to undertake their training in the near future.

The environment is safe because staff carry out daily risk assessments on the premises, equipment and resources. Improvements have been made to the nursery such as the installation of CCTV cameras to assist with monitoring access to the provision and the outdoor play has been developed to enable babies to have their own designated area to play safely.

The recruitment procedure for staff is effective and involves appropriate checks to assess suitability for their roles. This helps to keep children safe. The manager has successfully developed her team and staff work well together which enables children to make good progress in their learning and development. The manager regularly undertakes staff observations to focus on the evaluation of teaching. Training, advice and support is then offered to enable staff to consistently develop their skills and practice to further support children's learning and development. Staff are positively encouraged and supported to access training on a regular basis, such as gaining childcare qualifications. Consequently, training has a positive impact on the quality of teaching in the nursery.

Children benefit from the positive partnership staff have developed with parents. The key person system is effectively implemented to enable children to settle well and have their individual needs met. Children experience consistent care due to good communication systems between parents and staff, such as daily information records and regular meetings to discuss developmental progress. Parents value the service provided by staff and particularly like the range of activities offered to children which includes learning French and participating in yoga sessions. Staff are committed to working with external

agencies to ensure children receive the support they need.

The management have worked well to address all of the actions raised from the last inspection and have implemented the required improvements to support better outcomes for children. Self-evaluation is used effectively to identify key areas that the setting plans to focus on for the future. For example, there are plans to introduce home visits before children start at the nursery so key persons can begin to get to know children in their home environment.

## 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

<b>Unique reference number</b>	EY100846
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	996439
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Natalie Anne Salawa
<b>Date of previous inspection</b>	11/04/2013
<b>Telephone number</b>	0207 733 9779

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

