

# Baby Room Balham

22-23 The Boulevard, 205 Balham High Road, LONDON, SW17 7BW

## Inspection date

16/12/2014

Previous inspection date

03/01/2014

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

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

- Children are able to play in well-resourced rooms and so enjoy some worthwhile opportunities to learn through play. Parent partnership is strong and they feel involved in their children's experiences and the nursery provision in general.
- Staff know the children well and develop strong bonds with them, which supports children's well-being appropriately.

### It is not yet good because

- Staff do not carry out robust assessment of children's development, or maintain good records of children's progress to track each child's achievements precisely in all areas of learning.
- The management does not evaluate teaching and learning fully effectively to identify weaknesses or inconsistencies in children's learning outcomes.
- Staff do not use risk assessments sufficiently robustly to ensure hazards to children are kept to a minimum.

## **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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed interaction between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector tracked the progress of some children.
- The inspector held a discussion with the management and sampled a range of documents.
- The inspector spoke to parents, staff and children to take their views into consideration.

## **Inspector**

Sarah Bangura

## Full report

### Information about the setting

Baby Room Balham registered in 2011. It is one of four nurseries owned by the same provider. It operates from a detached purpose-built building in Balham in the London Borough of Wandsworth. There is direct access to a garden for outdoor play. The nursery is open Monday to Friday from 8am to 6.30pm. It is open all year round except for one week at Christmas and on public bank holidays. The nursery is registered on the Early Years Register, and on the compulsory part of the Childcare Register. The provider employs 12 members of staff who work directly with the children. The manager and one other staff member hold an early years and foundation degree. One member of staff holds Early Years Professional Status and four staff hold an early years qualification at level 3.

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

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

- ensure that arrangements are effective for evaluating the strengths and weaknesses of teaching and learning, and review practice continuously to ensure that it is consistent in promoting and extending children's progress
- develop the assessment arrangements to enable staff to promote children's progress towards the early learning goals, track their achievements, and plan for the next steps in their individual learning
- ensure staff implement a robust system of risk assessment to keep children safe within the premises at all times and to protect them from any hazards.

### Inspection judgements

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

The quality of teaching is inconsistent. Although children are making sound progress towards the early learning goals, the staff miss opportunities to extend this further. This is because some staff do not use good questioning techniques with the children to extend children's communication and language skills. In addition, children are not fully challenged through good quality teaching during some activities to enable them to reach their full potential. Staff support children who are learning English as an additional language well, extending their communication and narrowing any potential achievement gaps.

Staff use the children's interests from observations, their understanding of different ways of learning, and views from the parents to plan for children's learning and development.

However, staff do not track the children's achievements and progress sufficiently effectively to ensure children make consistent good progress or to tell parents clearly what their children will be doing next. Staff plan a balance between adult-led and child-led activities. They supervise and interact with children in their choice of play while others direct children to participate in planned activities. During outdoor play at the inspection, staff provided the toddlers with sand and warm water with toy fish so the children were able to explore. They spent long periods blowing bubbles and moving sand between the water tray and the sand tray. They also learned about shapes and sizes of the different fish. Staff used the opportunity well to develop children's understanding, using descriptive words to extend children's language. During creative play, children used coloured sand to decorate their gingerbread man and Christmas tree. Children chose the colour of sand and took turns sharing the glue to express their creativity.

Children enjoy moving freely between the inside and outside as well as between toddler and pre-school play areas. They have unlimited access around the nursery and excitedly mingle together outdoors. This allows the older children to support younger friends and to get plenty of fresh air and exercise. It also enables the children to choose where they want to play and learn, which fosters their independence.

Staff invite parents into the nursery to talk with them about their children's progress and to share with them what their child has been doing at home. This provides adequate continuity of care for the children. Staff share detailed progress checks for two-year-old children with the parents, which enables them to see the progress their children have made.

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

Children are happy and settled in the nursery. They have secure emotional bonds with the staff, which builds their self-esteem and their confidence. Children enjoy close contact with staff for comfort and cuddles to support their emotional well-being.

Staff teach children about healthy lifestyles by involving them fully in serving their own meals and providing easy access to drinking water. Children also benefit from daily opportunities for exercise and fresh air. Children are familiar with the importance of hand washing and do so independently at appropriate times, such as before snack and after messy activities. Children have freshly prepared meals to support their health, which they are able to serve themselves. Staff provide a social setting as they sit and eat with the children to show them how to take turns and serve each other. This promotes further the children's independence skills. Such experiences help the children gain the skills necessary for their eventual move to school.

Staff's baby nappy-changing practices are safe and prevent cross infection. Children participate in regular fire drills where the staff teach them what to do in the event of an emergency so they keep safe. Staff carry out daily risk assessments of all areas but they have not identified all hazards to children. In particular, the staff have not identified the risk of folding chairs falling on children where they hang their coats. This does not fully

promote the children's safe well-being.

All staff are consistent in their approach to behaviour management and work with children to manage behaviour well. They help children understand their feelings and think about how their actions affect others. Staff talk to them about their behaviour and the importance of working cooperatively by sharing and taking turns as well as being kind to each other. Given the children's ages and stages of development, they behave well.

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

The new manager is aware of how to meet requirements of the Early Years Foundation Stage. Both the manager and staff have an appropriate knowledge and understanding of safeguarding and child protection arrangements to follow in the event of a concern about a child. This helps them to protect children's welfare. Risk assessments are in place to enable children to play in a suitable learning environment both indoors and outside. However, staff do not ensure that all hazards to children, such as from folding chairs, are made safe through effective risk assessment. This is a breach of the Early Years Foundation Stage and an associated requirement of the Childcare Register.

The manager is supporting staff to gain a secure knowledge of the learning and development requirements, to develop practice and improve service for parents. She has a clear vision for improvement in the nursery to improve outcomes for children and raise standards. The manager has worked with staff to improve the quality of planning through observing children and incorporating children's interests into it. This helps to ensure the learning environment is purposeful and reflects children's needs. However, the improvements are not yet embedded into practice to improve the quality of the assessments and tracking of children's achievements and progress. The manager is conducting some regular supervision and performance management to develop the quality of teaching and identify weaknesses in practice. Staff also attend training to help them drive improvement in their practice. However, the arrangements for evaluating weaknesses and strengths in teaching are not yet secure. Consequently, the quality of teaching is not good and does not fully support the children's learning and development so they make good progress.

Appropriate recruitment procedures are in place to check the suitability of all staff working with the children. All staff are appropriately vetted and the relevant details are recorded to show when vetting checks were carried out. This helps to ensure children's welfare is safeguarded adequately.

Staff are involved in the self-evaluation process to help to bring about good outcomes for children. The manager inputs the parents' views from surveys on the service provided into the nursery's self-evaluation. As a result, she is driving forward changes, such as using themes to support planning. This is because parents expressed the need to know more about what their children were going to be doing in advance. This shows that the provider is responsive to the users of the service and management are eager to drive further

development to improve the nursery.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register).

## 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>	EY423833
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	962916
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	53
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Baby Room Nurseries Ltd
<b>Date of previous inspection</b>	03/01/2014
<b>Telephone number</b>	0208 675 7276

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

