

# Hammersmith Day Nursery & Pre-School

50 Richford Gate, 61-69 Richford Street, London, W6 7HZ



<b>Inspection date</b>	14 June 2016
Previous inspection date	5 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and managers have taken effective action to address the areas for improvement reported at the last inspection. They have focused well on helping staff to improve their safeguarding knowledge in order to keep children safe.
- Children are inquisitive, eager to learn and play energetically. The friendly warm atmosphere ensures they feel valued, safe and secure.
- Leaders and managers monitor the quality of teaching well. This addresses any gaps in teaching and planning effectively.
- Children's individual learning needs are promoted well because staff have a secure knowledge and understanding of how to support children in their play.
- Children, including those who are bilingual, become confident speakers. They share their experiences and ideas in one or more languages.

### It is not yet outstanding because:

- The involvement of parents in the future learning for the two-year-old children is not always clear in written assessment.
- Children cannot always easily access toilets facilities in order to manage their personal needs independently.

## What the setting needs to do to improve further

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

- continue with the improvements to the premises so that all children can easily access toilet facilities in order to promote their personal needs even more successfully
- develop the involvement of parents in all children's future learning plans as identified in the two-year-old progress checks.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with staff and children at appropriate times during the day. She held discussions with the provider, area manager, manager and the early year's consultant.
- The inspector carried out joint observations with the manager.
- The inspector took account of views of the parents she spoke with on the day of inspection.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Pauline Nazarkardeh

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to keep children safe and the importance of monitoring their well-being. The management team have a secure understanding of the early years foundation stage. The manager makes good use of supervision meetings to support staff and identify training needs. Staff listen to what children say as they play and ask questions to extend learning. Parents report they are particularly pleased with how approachable staff are. They value daily feedback and the use of the parents' forum to share their views. When necessary parents share reports from professionals involved with their child so that staff can use this information to support the child's learning. However, the assessment checks for some two-year-old children, do not show how parents can be involved in their children's future learning.

### Quality of teaching, learning and assessment is good

Children enjoy a wide range of interesting activities that help them to make good progress from their initial starting points. The staff team are knowledgeable about how to meet the needs of individual children. Key persons accurately track and record children's progress. Staff motivate children to join in, for example they encourage older children to record their own ideas during art and craft activities. Staff develop children's understanding of mathematical concepts and language well through play. They calculate space and weight and they can identify different shapes in the environment. Children have good opportunities to recognise the letters in their names. They develop the skills they need for reading and writing through a range of specifically targeted activities. Children listen to their favourite stories read to them in German by a visiting parent. This helps children share their ideas in different languages.

### Personal development, behaviour and welfare are good

Children enjoy playing and learning both in and out doors. They explore their environment and initiate their own play. Children are confident and they build a close relationship with dedicated members of staff. Staff are good role models for behaviour. As a result, children behave well. They are polite and thoughtful to each other. Staff encourage children to learn about healthy lifestyles as they enjoy plenty of exercise. Children particularly enjoy the 'play ball' activity. Children have opportunities to develop their independence at meal times when they serve themselves healthy and nutritious food. The management team has plans to make the toilet facilities more accessible for older children in order to help develop their independent skills as they get ready for the move to school.

### Outcomes for children are good

All children make good progress. Younger children enjoy playing with ice in the 'glittered' water. In the home corner, they use their senses while cutting and smelling peppers and ginger. Babies search for the tambourine buried underneath shredded paper and show their delight at the texture of the paper on their skin. Young babies receive comfort and enjoy a cuddle and gentle massage from a familiar member of staff. Staff are teaching children valuable skills that prepare them well for future learning.

## Setting details

<b>Unique reference number</b>	143795
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	1049713
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Bringing Up Baby Limited
<b>Date of previous inspection</b>	5 January 2016
<b>Telephone number</b>	020 8746 1015

Richford Street Day Nursery registered in 1995. The nursery is one of four nurseries run by Bringing up Baby Nursery Group. The nursery is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years of age. It supports children with special educational needs and disability and those who speak English as an additional language. The nursery employs 10 staff to work directly with children; of these, seven hold appropriate qualifications.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

