

Bessborough Community Nursery

Inspection report for early years provision

Unique reference number EY431839
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Inspector Julie Biddle

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bessborough Community Nursery is managed and operated by the London Early Years Foundation, a charitable social enterprise. It opened in 2011, following refurbishment of the building. The nursery operates from the ground floor of a building used by council departments and national health services. The nursery is divided into three rooms, which are defined by age groups; there is an enclosed, outdoor, play area. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year, except for bank holidays.

A maximum of 59 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 30 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children. The nursery supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 13 members of staff, including the manager, who is not included in the ratio of adults to children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff know and understand children well. As a result, and supported by excellent partnerships with other agencies, they ensure that children's individual care and learning needs are successfully promoted. Children have access to a wide range of quality play resources and activities, in a safe and secure environment. Overall, partnerships with parents are effective. Regular self-evaluation and a strong commitment to continuous improvement on the part of the committed manager and staff enable them to plan effectively for future development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve partnership with parents by asking them for their views on the care and education provided.

The effectiveness of leadership and management of the early years provision

The nursery has a strong commitment to keeping children safe. For example, there is a robust recruitment procedure that includes Criminal Records Bureau checks, and a detailed induction period. New staff are closely monitored to help ensure

they are suitable to work with children and in the nursery. All staff demonstrate a good understanding of their role in safeguarding children and the procedures to follow if they have any concerns about children. Systems for recording visitors to the nursery are good; entry is monitored by closed circuit television. Written risk assessments are completed to identify hazards and preventive measures are taken to protect children. Effective staff deployment means children receive good support at all times. Staff interaction and the organisation of routines help ensure children feel secure and confident.

The manager is very enthusiastic about her role and, consequently, stimulates the enthusiasm of staff. She has, for example, initiated changes by giving roles for staff to develop, including leading a science project and as a parents' coordinator. These changes mean staff have a common sense of purpose and are motivated to develop learning opportunities for children. Staff are encouraged to attend available training so they remain enthusiastic about their work with children. All of the staff are currently involved in safeguarding training to broaden their skills and knowledge in this area. The motivated manager has set high standards that are embedded across all areas of practice. In addition, a clear and achievable plan for self-evaluation supports the continuous improvement of the nursery.

Parents are made to feel welcome. They are provided with ample information about the nursery, the Early Years Foundation Stage and their children's daily routines, progress and development. Parents are encouraged to contribute to their children's learning journeys. However, they are not given robust opportunities to contribute their views to the system of self-evaluation. Comments, such as, 'My child loves going to the nursery' and 'My child has learnt so many skills', demonstrate how pleased parents are with the provision.

The nursery is highly committed to working in partnership with others and takes the lead role in establishing highly effective, working relationships. There are very well-established channels of communication between all professionals involved with children. This extremely successful partnership promotes children's learning, development and welfare exceptionally well.

Children benefit from a strongly inclusive environment. The nursery actively promotes equality of opportunity by ensuring that all families are valued, and all children with additional needs make good progress. Staff have developed an environment that encourages children's sense of curiosity about the world around them, both inside and outside. Use of resources effectively promotes children's understanding of the local and wider world. Planning for individual children ensures the achievement gap is narrowed across the nursery. Staff work hard to ensure all children feel secure and confident as they play. Resources are fit for purpose and are used well to support children's learning and development. Successful arrangements of resources mean children are able to make choices in their play.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in this busy, secure environment. They show a great sense of belonging, arriving with enthusiasm and quickly settling at their chosen activities. Those who feel unsure are well supported by staff. Key persons work effectively, adding to children's feeling of security and confidence. Many children develop good friendships and greet each other with enthusiasm and warmth. Well-equipped and well-planned activities successfully add to this busy, happy environment. Staff support children well to promote positive attitudes to learning, with good quality planning and a balance of adult-directed and child-initiated play. Staff successfully track children's progress and record their findings with links to areas of learning. Children excitedly use books of photographs to recall their trips in the community and to places in London, including a search for decorated elephants.

Children recognise the importance of good personal hygiene, for example knowing why they wash. As they enjoy healthy meals, they discuss why certain foods are healthier than others. Social skills and good manners are well taught during mealtimes, and children and staff chat about home life and planned events. Babies and young children communicate with smiles and gestures, imitating sounds. Babies are well supported by staff to gain confidence and to make choices about their play. They show through their body language that they feel safe, and they enjoy cuddles with staff on waking. Babies have fun as they play in a well-resourced room, accessing toys and resources of their choice. The staff's singing with babies is wonderful. Babies join in with familiar sounds and songs, and choose items from a special box. They are delighted to knock on the box before staff open it to reveal the contents.

Children express themselves creatively, using a wide range of media imaginatively. Display of work, such as weaving and printing, encourages them to feel proud of themselves and their creations. Staff use good questioning techniques to encourage children to think for themselves and to gain good skills for the future. For example, they ask children how many more blocks are needed to complete their constructions. Children excitedly talked to staff as they played with potato flakes. They had great fun mixing flakes with water, describing the textures and smell. A child commented, 'It smells like porridge and cheese', and they all laughed. Children ably count as they build train tracks, knowing how many more pieces they need to complete them. Children's communication skills are enhanced by staff, who encourage them to respond in conversation. Children confidently explore their environment and learn effectively outdoors by using the garden area and on trips. Their understanding of physical well-being is well developed through topics, such as healthy eating. Children walk to the local fruit and vegetable store to buy fresh foods to eat. They feel safe and secure, all of which contributes to their good progress in their learning and development. Their understanding about keeping safe is well fostered, for example, they know they wear fluorescent jackets so they can be seen by others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met