

Blundells Day Nursery

Inspection report for early years provision

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Inspector Nadia Mahabir

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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

Blundells Day Nursery registered in 1992 and is privately owned. It is housed in a former court house. It is situated on a residential road in Battersea, Wandsworth within walking distance of the park, railway station and town centre. The nursery serves the local community and surrounding areas. The children have access to four main play rooms and all share access to a secure garden area. The nursery is registered to provide care for a maximum of 66 children in the early years age range, six of whom may be under two years. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each week day from 8am to 6pm, for 49 weeks of the year. Children attend on either a full or part-time basis. There are currently 75 children aged from 18 months to under five years old on roll. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery currently supports a number of children who are learning English as an additional language. The nursery employs 17 members of staff including the director and the registered person. Of these, 14 hold appropriate early years qualifications. Three staff are currently working towards a qualification. The nursery has training, support and mentoring from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm, safe and caring environment for children who make good progress overall towards the early learning goals. There are strong partnerships in place with parents, which contribute to the children's individual needs being met to a good standard. Children are consistently challenged in their learning to help them progress well. The staff have good capacity to self-evaluate the practice with children and work towards continuous improvement for the benefit of all children.

What steps need to be taken to improve provision further?

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

- reconsider the arrangement of the indoor and outdoor spaces and resources, so these support children's learning and development as well as possible by giving children greater independence in their learning as they develop.

The effectiveness of leadership and management of the early years provision

The nursery has robust recruitment and vetting procedures to support children's safety and welfare. Staff place a strong emphasis on safeguarding children and

understand the procedures to follow if they have a concern about a child's well-being. Staff supervise children well when moving between rooms and outside areas. Children's safety and security is thoroughly supported as the environment both indoors and outside is subject to clear risk assessment, which includes outings. A full range of policies and procedures are in place and these show a consistent awareness of the nursery's responsibility in meeting the appropriate regulations.

Effective partnerships with parents and carers enable detailed information to be shared about the children's individual needs and abilities at induction. As a result, staff care for them effectively and build on what the child can do. Parents speak highly of the provision. They are very confident in the skills of the manager and her team, who they feel are always approachable and helpful. Staff identify a child's needs for additional support as early as possible; they share information and records promptly with colleagues, parents and with interagency teams. The nursery has established effective links with schools in order to support children's transition.

Staff are deployed effectively throughout the nursery and good adult-child ratios are maintained. Staff set up lots of activities to encourage children to engage. Some resources are not as easily accessible as others, however, and staff do not make the best possible use of the outside space. The staff have good knowledge of each child's background and support the individual needs of each family. Effective use of observations helps to identify individual children's next steps in all required areas of learning.

Staff promote inclusion well, such as by planning activities to promote the use of positive images of cultural diversity. This helps to give children and all families a strong sense of belonging and of being valued. The diverse staff team provide effective support for children learning English as an additional language, and promote home languages well. Spanish lessons are very popular with the children. For example, children join in excitedly with singing action songs, role playing, answering questions and conversing in Spanish.

Regular staff meetings enable everyone to contribute to the continuous development of the nursery and the needs of individual children. The management has implemented good systems for self-evaluation, which enable the identification of areas for improvement. The staff are clearly aware of their strengths and areas requiring development and are taking effective steps to address these.

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

Bright, colourful displays of children's work and photographs decorate the walls and create a stimulating backdrop for children's learning, supporting their self-esteem and sense of belonging. Children arrive to find an interesting choice of activities set out by staff. Although children enjoy these, it is not always so easy for them to choose resources for themselves, which does not help them to be fully

independent in their learning. They are supported well by staff who involve themselves actively in the play. As a result, children are enthusiastic in their approach to learning and confidently express their ideas. Children successfully develop their spoken language through frequent conversations and answering appropriate questions posed by staff. Children enjoy listening to stories and the book area provides them with a cosy place where they enjoy and learn to appreciate books.

Children demonstrate an age appropriate understanding of the need to wash their hands. As a result, they develop an increasing awareness of the routines that help to promote their good health. Healthy, freshly prepared meals are offered, which the children really enjoy. Children broaden their tastes and sample a varied range of meals as they learn about different foods reflecting festivals and celebrations from around the world. As children become able, they are encouraged to feed themselves.

Staff are keen to promote children's learning further and they carry out good quality observations frequently to help them achieve this effectively. Children use their numeracy skills well, using counting as they play, such as when using farm sets. Staff promote early writing skills successfully, so children make strong gains towards the development of letter formation. Children's skills relating to information and communication technology are developing well. They use lots of equipment, including cameras and computers with developing competence. This all contributes effectively in helping children acquire good skills for their future lives.

Children enjoy developing their creative skills by using paints and dressing up clothes. They have fun as they engage in their own imaginary games. Younger children enjoy sensory experiences, such as playing with oats using various tools. They enjoy pouring, gathering, sprinkling, swishing and then seeing how they make marks as they move their hands in the mixture. Adults use open questions well, which helps younger children particularly to extend their play and conversation skills.

Children show a strong sense of security and understanding of safety measures. Staff take a consistent approach, so that children develop good knowledge of what is expected and behave well. Children respond well to staff expectations, such as using good table manners. Children are learning to treat others with respect and this contributes to their good behaviour. Staff continually praise and encourage children, which promotes self-assurance well.

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	2
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