

Blundells Day Nursery

Sheepcote Lane, Battersea, London, SW11 5BW

Inspection date	11/09/2013
Previous inspection date	25/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 safe and secure in the nursery. They are cared for by vetted and well qualified staff who take care to protect them from unvetted persons, and risk assess areas used by children carefully.
- All children make good progress because staff plan activities that are well suited to their abilities and individual needs.
- Staff focus well on developing children's readiness for school. As a result, children develop a good range of skills to support them as they move on to their next stage of learning.
- Staff provide children with structured routines which enable them to be independent in their personal care. Children have great self esteem as they are able to do achieve things for themselves.

It is not yet outstanding because

- Opportunities for older children to develop their creativity freely are not always fully promoted by staff.
- Staff do not always thoroughly promote children's problem solving skills during some group activities, for example, by always giving children plenty of time to answer a question.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Two inspectors completed this inspection.
- The inspectors spoke to children, staff and parents throughout the inspection.
- The inspectors viewed, and discussed self evaluation processes with the management.
- The inspectors observed children in all rooms, and during a variety of activities. One inspector carried out a joint observation with the manager.
- The inspectors looked at documents supporting the running of the nursery.

Inspector

Naomi Brown and Avaril Allen

Full Report

Information about 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, in the London Borough of 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 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 50 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 two, three and four years. The nursery currently supports a number of children who speak English as an additional language. The nursery employs 17 members of staff including the director and the registered person. All staff hold appropriate early years qualifications. One member of staff holds Qualified Teacher Status. The nursery has training, support and mentoring from the local authority.

What the setting needs to do to improve further

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

- enhance opportunities for older children to extend their creativity more freely
- enhance the ways that staff use open questions during planned group activities, to support older children to develop their problem solving skills further.

Inspection judgements

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

Overall children make good progress in all areas of learning. Staff understand the learning and development requirements of The Statutory Framework for the Early Years Foundation Stage well. They use this knowledge effectively to plan interesting and imaginative activities which encourage the children to learn and develop in all areas. As a result, children progress well from their starting points, for example, some children who were unable to use utensils to eat a few weeks ago are now using spoons to feed themselves.

Staff work well to settle children and help develop their independence. This encourages

the development of their social and emotional skills which enables children to become more confident and therefore make progress in their learning. Children feel secure because they have familiar routines. The children know the sequence of the activities during the session and are able to anticipate the subsequent activities giving them confidence to try new things. Children are confident with new adults within the security of their environment and speak freely to visitors. This enables them to build good relationships with other adults such as teachers in school as they move on.

Children are confident speakers and are able to follow instructions well. Staff speak to them clearly, and children have wide opportunities to speak and listen during story times, singing activities and through lively conversations with staff and each other. Their strong communication skills support them as they move on in their learning.

The environment is well resourced and set out to allow the children to move freely and make choices, while developing their physical skills. For example in the older children's room, children are able to push buggies and other wheeled toys around the room learning how to negotiate furniture. They are supported in learning to go up and down stairs safely. This helps to develop the coordination of their large movements. Younger children move freely within their space and have a wide variety of opportunities to develop small movements by using small world toys, such as pushing cars in the garage. They are improving their hand eye coordination and grip by using paintbrushes. This develops manipulative skills and control and enables children to use tools and pencils effectively, to support their pre-writing and early writing skills. Older children use construction and small world play with the jungle animals, to develop dexterity and strengthen their small muscles.

Children enjoy a wide range of creative play, and younger children particularly enjoy plenty of opportunities to express their creativity freely. For example, a group of two-year-olds take part in a lively painting activity, as they paint animals. They become very involved in creating their own animals, using toys animals as prompts and use a range of techniques, such as broad painting strokes, dots and splatters, to represent different marks on giraffes and zebras. However, some activities in the older children's age group are not always as child-led. For example, older children do not always have the best opportunities to draw their own shapes to represent flowers, animals and other ideas, before decorating them. As a result, older children have less opportunities to express their own creative ideas than younger children.

There are good programmes in place to enable the children to make smooth moves within the nursery and to school. This firmly promotes children's personal, social and emotional development. The younger children are gradually introduced to the pre-school room by spending short periods working with the older children and returning to the younger room for lunch. Older children are supported to move on to school through well-planned short periods of adult-led activities, to prepare them for more formal learning at school. For instance, children are learning mathematical language, such as 'longer' and 'shorter', 'large' and 'small' during a group activity. They are supported to use positional language, such as 'in front of' and can count reliably from one to 10. However, when adults ask questions during these activities, they do not always give children plenty of time to answer, to fully extend their problem solving skills at these times. Overall, activities and

resources respond well to children's individual needs. Staff observe what children can and cannot do and use this to plan activities that support their development. For example, staff plan focussed activities with individual children in mind, to close any identified gaps in learning. As a result, all children make good progress from their starting points.

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

Children settle well and feel safe in the welcoming nursery. Staff know their needs well and promote their well-being and safety effectively. For example, a member of the management team opens the door, so that all visitors to the setting can be thoroughly checked. There is a solid key person system in place and children have made close links to their special person in the nursery. This underpins their strong emotional security and means that children feel safe to explore and learn.

Staff support children well to manage their personal care and hygiene. Children use the toilet independently and understand the importance of washing hands as staff remind them gently. This supports their physical development and readiness for school. Children enjoy the wide range of healthy, enticing food on offer. They all sit together at mealtimes and staff promote their independence well. As a result, all children learn quickly to use cutlery to feed themselves and enjoy mealtimes with their friends. This supports them to develop positive attitudes about eating, and healthy foods. Children enjoy outdoor play every day and staff regularly take children on outings to local parks to increase their experiences of physical, outdoor play. These activities support children's ongoing good health.

Children are well behaved and work well together. Staff encourage positive behaviour as they support children to share and take turns, and to listen to each other during group situations. Staff are good role models and have a strong understanding of children's individual needs, which enables them to support children throughout their time at the nursery. Staff gather much information from parents, both when children first join, and throughout their time at the nursery, so that they can continue to meet their individual care needs. Procedures for managing allergies are robust and menus clearly state which children cannot eat certain foods. This promotes their ongoing safety. Nursery areas are safe, and well risk assessed. Staff encourage children to manage their own safety effectively, as they support them to climb up and down stairs, and to recognise strangers in the nursery. Staff take time to tell children who is visiting, so that they know which people are allowed to be here, and to support children's understanding of 'stranger danger.'

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

The nursery is run effectively by a strong management team, who understand the requirements of The Statutory Framework for the Early Years Foundation Stage very well. The staff team are well-established and staff have all been thoroughly vetted and trained,

to provide children with a strong workforce, who meet their needs to a high standard. Staff have a very clear understanding of how to safeguard children in their care. They know how to recognise signs and symptoms of concern, and are well aware of the steps to take to record and report any concerns they find. As a result, they are well placed to protect children in their care. There are clear procedures for dealing with any areas of staff underperformance, and any allegations against members of staff, and the management are thoroughly aware of how to follow these. As a result, they are able to take action to continue to promote children's well-being. The management team regularly meet with staff to discuss their practice, and general suitability for their roles. This careful monitoring of staff means that practice continues to develop to the benefit of all children in the nursery.

The management team have made useful improvements since their last inspection. They have a very positive attitude towards bringing about changes to the nursery and respond to suggestions from staff, parents and relevant outside agencies. For example, the nursery has recently begun an external citation process, to continue to identify and tackle any areas where improvements are needed. The nursery rooms have been reorganised to give children more independence, so that they can choose activities and resources for themselves during free play. This was an area raised at the previous inspection and demonstrates that the nursery staff are able to make improvements that promote better outcomes for children in their care. Parents, staff and children are able to contribute to improvement plans as staff regularly seek their views. As a result, changes respond directly to the needs of those who use the nursery.

Parents feel involved in the nursery and readily share their views about the daily running of the provision. Parents of children who are new to the nursery share their positive impressions of the settling process. They praise how well staff settle their children and that they feel that they are fully involved in all aspects of their children's care. As parents have wide information about daily activities at the nursery, they are able to extend these at home. They have plenty of opportunities to share things that their children have done at home, through conversations with their child's key person, and at regular parents' evenings. Children make good progress and settle well, as a result of this close continuity of care.

There are secure relationships in place with other agencies and settings involved in children's care. The management team communicate well with local schools, other childcarers and any professional agencies to support children's ongoing progress and security.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	123090
Local authority	Wandsworth
Inspection number	925935
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	50
Name of provider	Blundells Day Nursery Limited
Date of previous inspection	25/05/2012
Telephone number	02079244204

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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.

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