

Bessborough Community Nursery

Bessborough Nursery, 1 Bessborough Street, LONDON, SW1V 2JD

Inspection date	13/12/2013
Previous inspection date	02/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children's needs are outstandingly well met through highly effective partnerships between the nursery, parents, family support workers and other outside agencies.
- Children are very stimulated, constantly busy in active and meaningful play. They have a wealth of resources to use and excellent guidance and teaching from dedicated staff.
- A highly experienced staff team are headed by inspirational leaders who involve parents, children and other agencies in their continuous drive for improvement.
- Children who have communication difficulties and/or speak English as an additional language receive excellent support in a very inclusive play environment.

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

- The inspector observed children's play in all playrooms as well as the outdoor play areas
- The inspector spoke with members of the staff team at appropriate times throughout the inspection, as well as the senior management team.
- The inspector looked at all relevant documentation, including the safeguarding policy, accident records and risk assessments
- The inspector took part in a joint observation with the manager of the setting
- The inspector observed the children and spoke to them during their free play

Inspector
Gillian Cubitt

Full report

Information about 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 provides three playrooms for the children. These are divided according to 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. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 55 children in the early years age range on roll. The nursery receives funding for children age two years and also funding for the provision of free early education to three- and four-year-olds. 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 17 members of staff, including the manager, who is not included in the ratio of adults to children. The majority of staff are qualified in early years education and childcare from level 2 to degree level. The setting employs one apprentice.

What the setting needs to do to improve further

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

- develop further the programme for children's outings to enable them to explore all aspects of their community

Inspection judgements

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

Opportunities for children to reach high levels of achievement in their learning and development are outstanding in this vibrant nursery. This is because all children have accurate targeted learning goals and have the support of a highly skilled and qualified staff team. An inspirational management team and enthusiastic staff work exceptionally hard to deliver extremely effective practice. This ensures every child makes very strong progress, given their varied starting points and educational needs.

Rigorous planning methods encompass children's ideas and interests. Staff note these on the white board ensuring that they convert children's ideas and interests into activities that cover all areas of learning. Consequently, children are excited and eager to learn. The

excellent methods staff use to assess children's development are consistent across the whole nursery. Staff assess what children do each day and the formal six weekly reviews show how far the children are progressing. This informs staff immediately of areas where children need extra support. Children with identified special educational needs and/or disabilities have personalised learning plans. Staff, parents and outside professionals meet regularly to evaluate children's progress against the realistic goals previously set. They then carefully prepare the next stage of the children's learning plan to enable them to make as much progress as they can.

Children rapidly grow in confidence particularly in expressing their preferences. This is because staff are active listeners, giving children plenty of time to talk and develop their speaking. Where children lack speaking skills staff use other methods to promote communication such eye-to-eye contact, sign language and pictures. Small group times are particularly effective for staff to assess children's levels of understanding. Carefully structured questions and instructions allow staff to develop children's analytical thinking, which supports their ability to solve problems. For example, staff ask early talkers to name animals and sounds. This develops further as staff give children simple then more complex instructions, which also extends children's use of language.

Children learn early writing skills in many ways. Preschool children play with large letters and they quickly recognise their first name and eagerly try to write it for themselves. Babies and toddlers begin by making marks in the sand and water painting on coloured paper. Toddlers babble their explanations of what they are doing while staff respond with interest. Children love to listen to stories and enjoy looking at family photo albums during quiet times. The relaxed atmosphere helps children to appreciate that reading is very enjoyable.

Preschool children learn about their world through the exciting activities. They have cookery sessions where they make recipes from start to finish. They also learn about animals from different parts of the world, such as polar bears where children talk about snow and they cut out snowflakes showing their physical dexterity with scissors and glue spreaders. Although not included in the planning, children occasionally go on outings, which extends their learning about their community.

The excellent partnership with parents underpins children's impressive achievements. Parents are fully involved with the children's learning from the moment their child starts at the nursery. They regularly view their children's 'learning journey' and make comments on how their children are progressing at home. Parents value the input of their children's key person during parent evenings. Parents also welcome exciting suggestions for activities for them to explore, such as creating a 'bubbling wizards brew' or to give children the 'tower challenge'. This, together with the home-reading scheme, significantly supports children's learning at home.

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

Children have a comfortable relationship with their key person and relate happily to all staff in this welcoming setting. The key person takes time to get to know all the children very well. Children are calm and at ease, which shows that, staff meet children's needs extremely well. The comprehensive information from parents includes all of children's health requirements as well as their cultural customs and the languages they speak at home. Staff use this to ease children's move from home to nursery, making children feel very special. As a result, children feel very safe in the knowledge that their key person is there for them and they form very secure emotional attachments.

Children are enthusiastic, curious learners, which is enhanced by bright, modern well-equipped playrooms. Children are able to help themselves to a wealth of toys and resources that fully supports their confidence. Children show politeness; they play together in harmony, sharing toys and making decisions about their play and learning. Staff further encourage children's independence by giving them responsibilities such as laying the table for lunch. Children take pride in carefully laying the cutlery, plates and counting the number of cups, matching these to the children present. Children also become proficient in dressing themselves before going outside. All this contributes to children's preparation as they move to school.

Children's health and safety is a priority in this efficiently run nursery. Children learn about safety through daily activities and routines. They laugh with excitement when they play the 'parachute' game in the spacious outside play areas. Such fun, as they swiftly run under the brightly coloured raised cloth before it comes down on them. Staff join in while reminding children to be careful not to bump into each other for their safety. Inside children show respect and dexterity in the careful handling of cutlery at meal times. To enhance children's understanding of safety staff also plan projects which include working with the police and fire officers. Children then understand the full meaning of the fire evacuation procedure. Safety within the setting is exceptionally secure with coded entrance systems and cameras. This ensures that staff are aware of all visitors to the nursery so everyone feels welcome and safe.

Children acquire healthy habits because of the easily accessible facilities in their modern 'child-designed' washrooms. These enable the children to develop rapid independence in their personal hygiene. The in-house cook prepares healthy meals, taking into account children's allergies and preferences, which children therefore enjoy. Children learn where food comes from by selecting and assisting to prepare vegetables. Regular cooking activities also support their healthy eating programme.

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

The management team and staff give high priority to children's safety and welfare. Thorough vetting and induction processes, together with ongoing appraisals and training programmes help to ensure that all staff are suitable for their roles. Management show knowledge and wisdom in both leading and motivating a dedicated staff team. Consequently, they are achieving consistently high standards for children's learning and

welfare where staff fully abide by the nursery's policies and procedures. All nursery staff have an excellent awareness of safeguarding procedures. This is because all staff access regular training to raise their awareness of the possible signs and symptoms of abuse. The main manager checks their knowledge at meetings to ensure all staff fully comprehend their individual responsibility to protect children. She is very clear about her responsibility to implement safeguarding procedures, as necessary.

Managers have an excellent overview of the educational programme. They rigorously check the children's 'learning journeys' every three months to monitor their progress. This ensures that they quickly identify any child who needs extra support as well as meeting the needs of children who are excelling in their learning.

Self-evaluation is at the core of everything the nursery does. The managers introduce research and quality measuring systems to evaluate the level of children's engagement. The whole staff team then takes ownership of this and work efficiently to make identified changes. The opinions of parents, visitors and other professionals who become involved in the setting also provides a benchmark on the nursery's effectiveness as well as providing managers with ideas for the future. All these are included in the action plan for improvement. There have been massive strides in the partnership with parents, which was a recommendation from the last inspection. A parent coordinator represents the views and wishes of all parents and the parent board shows the progress of their ideas. As a result, enthusiastic parents help to create an inclusive nursery environment where everyone is working together.

The successful systems staff use to liaise with other agencies are outstanding. They have instant support from health services located in the same building. All staff confidently know who to approach to obtain the correct support programme for children with additional needs. This ensures the excellent progress of all children. Parents enthusiastically state that they have complete trust in the staff's professionalism and compliment their sincere passion for the excellent work they do.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY431839
Local authority	Westminster
Inspection number	917643
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	55
Name of provider	The London Early Years Foundation
Date of previous inspection	02/02/2012
Telephone number	02076 416 387

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

