

Bridge Lane Nursery Ltd

Inspection report for early years provision

Unique reference number EY281653
Inspection date 03/02/2010
Inspector Janet Sharon Williams

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Type of setting Childcare on non-domestic premises

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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

Bridge Lane Nursery Ltd was registered in June 2004 and operates from a building situated in the Battersea area of Wandsworth. They have sole use of the premises. The area is well served by public transport and the majority of children attending come from the local vicinity. The nursery is open each weekday from 7am to 7pm and operates 51 weeks a year, except for public holidays. Children have access to two large open plan play areas, a sleeping room and children's toilets. There is a fully enclosed garden for outside play.

The nursery is registered to care for 66 children at any one time There are currently 120 children aged from three months to three years old on roll. The nursery currently supports a number of children who speak English as an additional language and with special educational needs.

The nursery currently employs 27 members of staff; of these 22 hold appropriate early years qualifications and 2 are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are given inspiring opportunities to develop and learn through purposeful learning during their play both indoors and out. The extent of the self-evaluation fully identifies addressing areas of strengths and weaknesses in exceeding children's learning and development and involving children, parents and carers in key matters. Inclusive practice offers successful support when working with children with special educational needs and/or disabilities, whom speak English as an additional language and working with local schools and making excellent use of most of the local resources.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that the organisation of documentation are accessible for inspection

The effectiveness of leadership and management of the early years provision

Children's safety is maintained at all times and high priority is given to protecting and safeguarding their well-being. Staff are fully aware of their role and responsibility in safeguarding and protecting children. The extent of their knowledge and confidence enables them to identify any potential case of child neglect or abuse, which contributes to the importance of monitoring children's welfare. Thorough risk assessment procedures are in place and staff rotas ensure

all areas used by the children are checked for safety on a daily basis. To ensure that children are further protected a member of staff is always at the main entrance, to prevent any unknown person gaining access.

The manager continually promotes and monitors the Early Years Foundation Stage Framework (EYFS) through self-evaluation, in which staff, parents and children are broadly involved. Excellent staff to child ratios allow for ongoing adult and child led activities to exceed throughout the day. Staff work excellently as a team and are highly motivated. Purposeful training opportunities are available for all staff the degree of which is highly valued, enhances their expertise and keeps them up to date. Staff have a comprehensive knowledge of the (EYFS). Written plans in place demonstrate how children are covering all the areas of learning. Observations and assessments are evaluated to extensively move children through the stages of development and achieve the Early Learning Goals.

The environment is meticulously planned and organised both indoors and outdoors, in all weathers. This maximizes vibrant learning opportunities for all children. For example, the well equipped role playing areas enable children to act out their everyday experiences, such as using information technology and cassette/compact disc players. Children are also able to explore, experiment and make choices from the resources stored at child-level.

Policies, procedures and documentation are in place; these effectively meet the mandatory requirements, are frequently updated, are fully understood by all staff and are accessible to all parents. However, some of the documentation relating to complaints are not always easily accessible for inspection. The exceedingly effective partnership with parents enables staff to know each child's background including those for who English is not their first language, and offering versatile support for children with a disability or learning difficulty. Parental involvement is actively supported; they recently participated in a Spanish festivity day, joining the celebration, dancing and eating. Parents are also frequently asked to complete a parental questionnaire. Their views are actively taken on board and addressed in the self evaluation, to enhance the provision and improve the outcomes for children. Parents receive a daily feedback sheet of their child. This includes activities, meals, sleeping and toileting throughout the day. Each Friday, a parent's morning is organised which enables them to make an appointment to discuss all aspects of their child's education and care. The successfulness of working with others is positive with some of the local schools, a Special Educational Needs Coordinator (SENCO) and other local area health professionals involved with children. Members of the local community also visit the setting, such as the police. Overall this has a successful impact on children's learning and development.

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

Children are continuously learning through having access to an excellent range of worthwhile experiences, linked to all areas of learning both indoors and out. Planning starts from children's first visit with parents, gathering information about the children. This enables staff to understand and consider children's current

interest and know what level they are at within their development and learning. Children's stage of development is followed through their whole time at the nursery; staff complete a transitional profile each time children move to a different group room, that is appropriate according to their age and stage of development. Children play happily, purposefully and co-operatively as individuals and in small groups. They are supported in their play by staff and their learning opportunities are extended as a result. For example, the art work displayed around the nursery creates various themes, such as a jungle effect, where children have made paper-mache animal characters, such as crocodiles. Children continuously learn about the environment and what is going on around them, such as various festivals and events. They recently participated in Diwali, where staff dressed up and children were able to taste the cultural food. This enables them to develop an awareness of the culture and beliefs of others. The environment reflects diversity positively; it includes a wide range of things that are familiar to children and reflect their family, ethnicity, religion and culture, as well as those of others. For example, the various hello signs and large size paper-mache characters in various costumes from around the world.

Children's levels of competence, confidence and imagination are overwhelming. They draw characters or create art work, such as a star fish and giant; staff ask the children to tell them about their picture, each day they are allowed to extend their story and this is made into a book. This enables them to become active and independent learners. Staff are perceptive to children's interests during self-initiated play and use questions very successfully to challenge children's thinking and language skills. Early communication skills are extremely well supported through high quality adult-child interactions in small groups or one to one.

Children throughout the day are able to explore, experiment and develop physical control in stimulating indoor and outdoor experiences. Indoors, babies have a small climbing frame and slide. They are also able to move freely with pleasure and confidence in a range of ways such as, shuffling, rolling, crawling and walking. The motivating outdoor area allows children to be creative and observe how things work, such as putting balls through a drain pipe and watching them come out the other end. A sensory garden area has been created with a range of fabrics and textures where children can feel, touch and smell. Older and younger children are excited, fascinated and inspired through their time outdoors. Staff are continuously finding opportunities to give children new experiences, such as, frequent visits from a local cat and dogs home where they are able to stroke the animals. Photographic evidence demonstrates how children enjoy feeling and touching the animals.

Children are consistently learning about keeping themselves healthy and good routines promote hygiene habits. For example, learning about eating fresh fruit and vegetables and how it is good for them. Throughout the day older and younger children can help themselves to fresh fruit, which effectively promotes their good health. Meal times is also used as a time for older children to motivate their self-help skills, for example, they assist staff with the younger children at lunch time, such as laying the table with the placemats and crockery. Children's good practice of hygiene prevents cross infection, such as, being independent in their personal care and knowing they must wash their hands after using the toilet

to prevent the spread of germs. Staff routine for nappy changing avoids cross contamination; they ensure aprons and gloves are changed and that the nappy changing area is cleansed after each child. Children display an excellent awareness of safety issues and how to keep themselves safe. They know when going up and down the stairs they must hold onto the banisters to protect themselves from falling. Staff's professional interaction extensively highlights safety issues with children.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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