

# Broadgate Nursery

21 Curtain Road, London, EC2A 3LW

<b>Inspection date</b>	03/06/2013
Previous inspection date	14/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff support younger children to make strong attachments, so that they feel secure and safe.
- Strong partnership with parents means that they are involved with their child's learning and development.
- Good positive interaction between staff and children helps children to progress and achieve.
- Effective leadership and management supports staff to improve practice which benefits children.

### It is not yet good because

- The nursery was recently in breach of a legal requirement relating to safeguarding children, although they have now taken action to rectify this to help ensure it does not happen again.
- Staff miss daily opportunities to support younger babies express their creativity, because they offer too few messy play activities.

## 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 and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

## Inspector

Caroline Preston

## Full Report

### Information about the setting

Broadgate Nursery opened in 1991. It is a private day nursery situated in the London Borough of Hackney, close to the City of London. The nursery is one of a group of nurseries belonging to the Bright Horizons International Company which operates this nursery on behalf of Deutsche Bank. There is a split level outside play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday from 7.30am to 6.30pm, all year round. The nursery supports children who speak English as an additional language. The nursery provides provision of free early education to children aged three and four years old. There are currently 61 children, aged from three months to under five years, on roll. The nursery employs 12 members of staff, of whom all hold appropriate early years qualifications to at least Level 2.

### What the setting needs to do to improve further

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

- provide a wider range of creative messy play activities for young babies, to encourage their exploration further.

### Inspection judgements

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

Children make good progress towards the early learning goals. Children enjoy playing with the wide and interesting range of activities and resources. However, there are fewer messy play activities for younger babies to encourage exploration of different textures. Staff observe and assess children at their starting points and continue this during their time at the nursery. This gives staff knowledge of what stage children are at and what they need to put in place to encourage their next steps. Parents are invited to contribute to their child's initial assessment by informing staff of their child's development so far. This also supports the beginning of strong and effective parental partnerships.

Currently there are no children on roll with additional needs; however there are effective systems in place to support all children. Very young babies respond well to staff's positive, caring interaction with them. They smile back and laugh at staff and enjoy sitting with them. They enjoy sitting up on the bright colourful play mats, as they reach forward to begin bottom shuffling. They reach forward to grab toys that interest them, which supports their physical development. Staff cuddle and hold babies building attachments and security between them. Older babies enjoy walking around the large playroom,

investigating the different activities. They sit on and ride small wheeled toys, then move on to listening and dancing to music. They sit down and make marks on paper with paint brushes and large crayons. All these activities help children develop their physical skills and develop a positive attitude towards their learning.

Toddlers are happy as they sit with staff and, for example, count seven candles on the playdough cake they have made. This encourages children's mathematical development. They are sociable and confident talking about the hat they are playing with. They listen to stories read by staff in the cosy book corner, showing interest and awareness of sounds and letters. This supports children's literacy development well. Pre-school children enjoy investigating the display of the life cycle of a frog. They use magnifying glasses to look at the small frogs and look through the books about frogs, showing an interest in the living creatures and the world around them. Children, therefore, gain an understanding of the natural world.

Children enjoy outdoor play, they meet their friends from other playrooms and share the resources and behave well. They ride wheeled toys, and throw and catch different sized balls with staff support. Staff talk to the children about the different sizes of the balls and encourage their use of mathematical language. This supports their social, physical and mathematical skills.

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

Children make good attachments to staff who are sensitive and caring towards children's individual care needs. Children therefore grow in confidence and independence as they become familiar with daily routines and each other. Staff are good role models as they interact positively with children, parents and each other. They are now deployed well so that they provide close supervision of children and support their welfare. Children learn to behave well and show respect for each other. They learn to share and take turns during play, for example in the garden. However, the recent breach in safeguarding means children's safety and well-being was compromised.

Children learn about diversity as they have access to a good range of play resources that reflect differences. Parents record songs and stories in their home language which are displayed on a world map representing where their families originate from. Children use the recording during discussions with staff. They play the recordings and talk about what they hear. This promotes positive experiences of learning about each other's backgrounds. Children learn about safety as they play, for example, learning to ride bikes carefully and safely in the garden.

Children learn about healthy lifestyles through discussions with staff about the healthy snacks and meals they eat at the nursery. Children exercise daily during outdoor play with a good range of play resources supporting a healthy lifestyle. Children attend to their own personal hygiene needs, they discuss with staff the importance of good hygiene routines.

The well-resourced nursery supports children's development, as resources are stimulating.

All toys are age and stage appropriate for children across all age groups. Staff organise resources across the seven areas of learning to help children make choices and develop independence. All of which helps children prepare for school.

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

Overall, the effective leadership and management of the nursery support children to progress and achieve in their learning and development. The management team offer staff appropriate leadership and help them to develop professionally. Regular supervisions and appraisals support staff in developing their childcare practice. The impact of this is that children are offered a wide range of activities that support them in making good progress in their learning.

Satisfactory self-evaluation means that improvements have been made to help meet children's needs further. For example through evaluation the location of playrooms has been changed. Now young children under two years are based upstairs, which offers more space for play. Effective partnership with parents has been established. Staff offer parents information sessions, for example information about providing healthy snacks when travelling from home to nursery. Staff are aware of the need to work with external agencies when needed to support children with any additional needs.

During the inspection it was found that the nursery had recently notified Ofsted of an incident where a child was left outside in the garden unsupervised. The nursery took the correct action of notifying Ofsted, however, they failed to safeguard children's welfare as the child was not within sight or hearing of staff for a period of time. This compromises children's safety. However, the nursery has reviewed its procedures for taking children in and out of the garden and put in place additional tracking systems. This now helps staff know where children are at all times. Staff have a suitable knowledge of child protection issues. The revised safeguarding policy clearly identifies steps to take if concerns are raised. Staff undertake regular training to keep their knowledge updated. This supports children's well-being. Detailed risk assessments by staff of all the premises and garden means that now any risk is identified and removed. All required documents for the smooth running of the nursery are in place.

### **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

<b>Unique reference number</b>	144555
<b>Local authority</b>	Hackney
<b>Inspection number</b>	918283
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	14/10/2008
<b>Telephone number</b>	020 7247 3491

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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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