

# Lambeth Day Nursery

Inspection report for early years provision

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**Unique reference number** EY290415  
**Inspection date** 06/07/2010  
**Inspector** Catherine Greene

**Setting address** 50 Groveway, Stockwell, London, SW9 0AR

**Telephone number** 020 7793 9922

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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*.

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## Description of the setting

Asquith Court Nursery was registered in June 2004. The premises is a purpose built, single story building and is situated in its own grounds. Children have access to four play rooms, two children's bathrooms and a baby changing area. The nursery is part of Asquith Nurseries limited and serves the local area. The setting is registered on the Early years register for 82 children from birth to five. There are currently 53 children under five years on roll who attend both full and part time. The nursery operates for 51 weeks a year. Sessions are from 7:30am to 6:30pm.

Twenty full time staff work with the children. At least half of the staff have recognised early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff work effectively as a team to create an organised, friendly and supportive environment which mostly meets children's individual needs. Children's health and safety is generally promoted although, risk assessment's are mostly thorough the outdoor assessment is yet to be formalised to cover all areas. Many aspects of the setting's partnership with parents foster children's self-esteem. The setting has made a good start in evaluating their practice and to develop the quality of what children receive and are about to review their self evaluation. All children and parents are made to feel welcome as part of the setting's commitment to provide an inclusive service.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve risk assessments to identify aspects of the environment that need to be checked on a more regular basis in particular areas such as doors to the garden and the organisation of hand washing for toddlers (Suitable premises, environment and equipment). 06/08/2010

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

- ensure all staff are able to implement the safeguarding children policy and procedure appropriately and are aware of who the designated practitioner to take lead responsibility for safeguarding is
- ensure that maintenance of the building in general, walls and doors is improved and maintained and continue to develop the outdoor play area particularly for the younger children

- provide a suitable range of equipment to meet the developmental needs of children in all group rooms including those that provide positive images
- promote further a culture of reflective practice, self evaluation and informed discussion to identify the settings strengths and priorities for development
- develop further the system for planning, make systematic observations of each child's achievements, interest and use these to identify children's next steps in learning.

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

Children are safeguarded in most respects by well kept records, risk assessment and clear policies. Although staff have completed recent on line safeguarding training they are not all secure in their knowledge of the setting's policy regarding who to report their concerns to. The management team have made a good start in evaluating their provision and have identified ways they could further improve what they provide for children. They have made good use of local authority advice and support and have a designated education officer who is hands on to help support them. Children settle well in the setting and receive a sound level of care because an effective key person system is in place, staff work closely with individual children and their families to establish generally effective levels of communication. The setting's practice is inclusive and staff are building communication systems with outside agencies to ensure effective systems for working in partnership are in place. All children make satisfactory progress in their learning and development because they enjoy an interesting range of play opportunities both indoors and outside. However, the outdoor area is not yet fully developed and resources throughout the nursery are limited.

The acting manager is enthusiastic and embracing her new role very well. She has recently taken on the position to manage the setting alongside the proprietors and together they have set up systems for the continual assessment and development of staff. Ratios are good and children receive a lot of adult attention to support their individual needs.

Although written risk assessments are reviewed, they do not fully cover all potential risks in enough detail leaving some issues unresolved such as the door to the garden in one group room which is potentially hazardous. Regular staff meetings take place and individual support and some external training is offered to ensure all staff are able to reflect on and develop what they offer children. Checks for staff suitability are made, staff are appropriately qualified, including in first aid, and staff induction is comprehensive. The setting is beginning to monitor its practice and is identifying areas to improve and build on.

Children are well cared for and learning as they play because staff are deployed effectively and are given some guidance about their roles and the areas they are responsible for. Parents are provided with some information about the nursery although this is less secure at times of transition such as when children are moving on to school. Staff however, are clear about such matters as how children will be supported by a key person and how children's health and safety is protected. In

addition, parents are asked to provide information about their child so that staff are able to meet their child's needs and know and respect parents' wishes. Parents stay and settle their children for as long as the child needs and staff talk to parents daily about their child's experiences and achievements. However, ways of involving parents in their children's learning to maximise this are not yet fully established. Parents state that they are happy with the care and education their children are receiving and continue to use the nursery for younger siblings.

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

Staff work hard to provide an environment where children feel valued. Children's learning and development is, for the most part, well supported and children demonstrate increasing independence and confidence in what they choose to do each day. Staff encourage children to make choices and the organisation of play enables them to flow freely between activities and follow through their ideas and interests building their concentration. Staff use their knowledge of children's starting points to plan a range of opportunities to help children progress across areas of learning. Written observations go some way to supporting this aim, although a newly introduced system is at a developmental stage and observations and planning are not fully operational at present.

Children enjoy what is provided and learn as they play because staff are generally clear about their learning intentions and how to take into consideration particular children's needs and interests when leading activities. Children enjoy painting and creating, they are beginning to write, count and recognise numbers and to find out about the wider world. They have made a post box and this is used creatively to encourage their early writing skills. They visit this throughout the day writing and posting letters to family and friends. Although, the system for planning and recording children's progress is still being developed and staff are still learning about how to use this, it is sufficiently comprehensive to show that children are making progress.

Children show interest in a range of suitable activities and they are confident to try out new challenges such as making colourful mixture with rice krispies. They are encouraged to feel the texture and comment on the difference between foam and corn flour, they explore the changes made to flour when adding water. Children develop hand and eye co-ordination and manipulative skills as they pinch, roll and squeeze the mixture. Children's communication and language skills are encouraged as staff ask children to describe the texture of the mix and to predict what happens when water is added to flour. Children are gaining a knowledge and understanding of the natural world as they have regular opportunities to dig in the garden to see what insects they can find. Overall, activity plans are reasonably detailed and show that children receive learning experiences in areas of learning. However, the plans do not always show how activities are adapted for the different age range and abilities of the children that attend the setting.

Although, thought has gone into planning the physical environment of the nursery so that it provides children with an attractive place to play, the overall

maintenance of the nursery and resources overall are limited. The low level storage and zones for different types of activity quickly draw children to some purposeful and focused play. Effective systems are in place to protect children's health and safety in most respects. The physical environment is mostly safe, the bathrooms are well resourced and children enjoy using this and learn good hygiene as they do so. However, the organisation of guiding children to the bathroom to wash hands before lunch is hindered by the logistics of getting groups of children in and out of the two rooms.

Children behave well because staff use appropriate strategies to encourage children of different ages and are good role models. Children are learning to keep themselves safe and to care for their environment through the simple rules they help develop. In addition, they relate well to each other and to staff. Their good behaviour is very well supported both by the staff and how they support children in negotiating with each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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