

# Looking Glass Day Nursery

75, MacMillan Way, Tooting Bec, London, SW17 6AT

<b>Inspection date</b>	14/04/2014
Previous inspection date	18/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- An extensive range of interesting, stimulating activities are available. The good access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- The manager has ensured that staff have received comprehensive training to support understanding of the setting's child protection policies and procedures and to ensure that they effectively safeguard the children in their care.
- Children make good progress from their initial starting points as a result of the broad range of learning opportunities available to them and the valuable support from staff.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

### It is not yet outstanding because

- Younger children have fewer opportunities to learn through child-led activities.
- Staff do not always encourage children to write independently to enable them to practise their early writing skills on a daily basis.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspection was carried out by two inspectors.
- The inspectors observed activities in the main playrooms and the gardens.
- The inspectors spoke with the manager, provider and staff at appropriate times throughout the observations.
- The inspectors checked staff's disqualification and barring checks and the settings safeguarding policies and procedures.
- The one of the inspectors carried out a joint observation with the manager.

## Inspector

Rebecca Hurst and Justine George

## Full report

### Information about the setting

Looking Glass Children's Day Nursery is an established nursery that opened in 2003. The nursery was taken over by Bright Horizons in 2012. The nursery operates from purpose-built premises and is located on a large estate near Tooting Bec Common in the London borough of Wandsworth. The premises comprises of 11 rooms, on the ground floor and first floor of the building. The nursery is accessible by ramp and there are internal stairs and two lifts, which access the upper floor. All children share access to a secure enclosed outdoor play area.

The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, excluding bank holidays. There are currently 141 children on roll in the early years age range, who attend for a variety of sessions.

The nursery receives funding for the provision of free early education for three- and four-year-olds. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery supports a number of children who speak English as an additional language.

The nursery employs 46 staff who work with the children. Of these, 36 staff hold early years qualifications from level two and above. The manager holds a level four qualification.

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

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

- strengthen opportunities for child-led activities for younger children in order to extend their learning and development further
- extend opportunities for children to practise their emerging early writing skills.

### Inspection judgements

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

The quality of teaching is good; as a result, children are progressing well towards the early learning goals. Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, their interests, and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. This is used successfully to identify whether children require any support or extra challenge in their learning experience. Parents are invited into the nursery

to talk with the staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of care for the children. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents. This enables them to see the progress their children have made.

Staff provide a high standard of childcare by creating a safe and enriching environment where children can play, learn and develop to the best of their ability. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children are prepared well for the next steps in their learning.

Staff support children well when moving between base rooms and carry out these according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff work closely with the teachers to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning. Children enjoy snuggling into staff when tired and needing some reassurance during play.

Staff observe and plan for all children's learning and development well. Staff implement a good range of adult-led activities for younger children. Younger children explore paint, play-dough, and playing with baked beans. Staff plan different aims for each child, for example developing their fine motor skills in picking up beans. However, child-led play is not as well promoted for this age group to fully extend their independent learning and development. Very young children show increased confidence in their self help skills. At lunch time, children help themselves and enjoy their meal of rice and chicken. This promotes their physical development well.

Staff promote children's communication skills, and their personal, social, and emotional development well. The manager and her staff are skilled in asking the children meaningful and useful questions to get them to think about what they are doing. They have informed discussions about the activities so the children tell them what is happening and what they will be doing. During creative activities staff do not always encourage children to attempt to write their names independently to fully promote their early writing skills.

Staff ask children useful questions about what is happening during activities such as planting bulbs and seeds. This allows children to think about the answers and older children use descriptive words to describe what they think the grown plant might look like. Older children thoroughly enjoy making maps and talking through what they have drawn and why. Children show confidence in communicating and are developing their vocabularies and spoken language well.

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

All children are secure and settled. Staff seek good information from parents when children first start at the nursery. This allows the staff to help children successfully settle

into the nursery. Staff are caring, offering children cuddles and support to help them feel emotionally secure. Parents complete information about their child which provides staff with a good insight into their needs. Staff know about children's routines and adhere to this in the setting. Therefore children are happy. All staff have a consistent approach to behaviour management. Staff teach children clear boundaries and they fully understand them. Staff use good strategies in place to teach the children how to work together, by encouraging them to use 'kind hands'. Staff also introduce new children to the group so they feel welcomed and they start playing straight away. Given the children's ages and stage of development they are all well behaved.

Staff demonstrate a positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children. Staff show a comprehensive understanding of each child's unique needs. A variety of resources and displays around the base rooms depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about different customs and celebrations of their friends and the wider world in which they live.

The nursery has effective measures to promote children's ongoing safety in the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis, teaching children to be aware of what to do in an emergency. Children learn about safety well as staff remind them to blow on their food as it may be hot. This helps children to learn how to care for themselves. Children move around the nursery safely. Staff teach the children how to use the stairs safely and remind them to hold the stair rails when moving to the garden.

Children thrive in an environment where a good standard of hygiene is maintained. All children learn about good hygiene routines through washing their hands at appropriate times; for example, after messy play and before snack and meal times. Children enjoy valuable social experiences when eating together. The majority of children serve themselves their own meals, which greatly supports their independence skills and physical development. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning portion control and all children are developing high levels of independence when serving their meals. Older children take it in turns to set the tables ready for lunch. Staff encourage the children to count how many are sitting at the table so they provide the right amount of plates, cups, forks and knives. This promotes children's emerging mathematical skills well and gives children a sense of responsibility.

The well-stocked garden for older children has resources that successfully promote and enhance the children's physical development. Climbing frames, slides, crates for climbing and digging areas provide ample opportunities for them to explore and enhance their learning. The staff are in the process of enhancing the garden for the children aged one to two years. Staff show children how they can use crates to enhance their physical development. For example, they help them build an obstacle course for water with the crates and teach them to think about how to move water from one end to the other. They

ask children to solve the problem of how they will do this. This supports greatly their imagination and also learning about their own safety when using water.

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

Leadership and management of the setting are strong. Although the manager is new into the nursery she is fully aware of her role and responsibilities to improve and enhance the practice in the nursery. The manager and staff work closely with the parents to bring about the best possible outcomes for all the children. Documentation is maintained to a high standard and all records required for the safe and efficient management of the setting are readily available. A comprehensive range of written policies and procedures are implemented, for example for whistle blowing any concerns and notifying relevant agencies of any concerns. Accident and incident records are kept up to date and parents are notified of any accidents. These are regularly updated to reflect changes in legislation and to clearly underpin the nursery's practice.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions, one to one meetings and appraisals to assess their work and to look at further training opportunities. The nursery staff have been working closely with the early years team to improve the practice. The staff have made significant progress since the last inspection. Staff attend regular training to enhance practice and promote children's learning and welfare. The manager has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor their progress well. As a result, children make good progress in their learning.

Self-evaluation is strong and clearly shows the nursery's key strengths and the areas they are currently working on. The parents share their views on the nursery and the manager gathers the views of the children to shape the service that is provided. As a result, the service is highly responsive to its users.

Management and staff have a strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. All staff know and consistently implement the Local Safeguarding Children Board procedures. Robust risk assessments are in place for both the premises and for all outings. Children are well supervised across all areas of the setting to keep them safe.

Staff work closely in partnership with the parents. Parents regularly share with the staff what their children have been doing at home, which is used very successfully by staff to enhance the children's individual learning. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. Detailed daily books allow the parents to see what the children have been doing during the day. This provides excellent continuity of care.

## **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY385379
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	965435
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	156
<b>Number of children on roll</b>	141
<b>Name of provider</b>	Casterbridge Nurseries Ltd
<b>Date of previous inspection</b>	18/04/2013
<b>Telephone number</b>	0208 767 2901

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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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