



Camden Road Nursery

Inspection report for early years provision

Unique Reference Number EY314149
Inspection date 27 March 2006
Inspector Vivienne Rose

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Registered person City and Islington College
Type of inspection Integrated
Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Camden Road Nursery was registered in 2005. It operates from 1 purpose built room in the Camden Road campus of the City and Islington College. Facilities include a playroom, kitchen, toilets and office space. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08:40 to 17:20 in term time only. There is no access at present to an outdoor area for play.

There are currently 44 children aged from 22 months to under 5 years on roll. Of

these 15 children receive funding for nursery education. Children come from a wide catchment area as their parents attend the college for training. The nursery currently supports a number of children with English as an additional language.

The nursery employs 15 members of staff. There are 12 members of staff, including the manager who hold appropriate early years qualifications, and 3 who are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff follow highly effective procedures and practice, this supports the children's physical, nutritional and health needs. This helps children to thrive. Children gain an understanding of hygiene and a real desire to become increasingly independent in their personal care. They do this through the help and good support of the adults.

Children explore and develop physical control in stimulating indoor play experiences. Parents give prior permission to administer medication that ensures children receive the correct dosage according to their needs. Generally first aid needs are well met.

Despite limited outdoor play staff provide activities to encourage children to try out new skills which support their confidence and self-esteem for example, dancing. Children's fine motors skills are developed well. They are competent when selecting and using small equipment, such as brushes and scissors, and when cutting their sandwiches at lunch time. Staff have a good understanding of the children's individual needs which enables children to rest and be active whenever they require to do so.

Staff use the Birth to three matters framework to ensure that younger children's routines are considered. They work closely with parents which contributes to the children's physical health and well-being. Staffs policies ensure children enjoy healthy snacks which conform to their dietary and medical needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff care for children in a very clean and well-maintained environment. The good organisation of the toys and equipment means that children are able to move around safely and freely. Children show high levels of independence and confidence when they access the resources from trays and boxes at child height. Risks of accidental injury to children is minimised as regular risk assessments and fire drills are carried out. However, at present staff do not fully record children's arrival and departure times in order to ensure their well-being.

Staff have a good understanding of how to achieve a balance of freedom and safety in the setting. Staff give sensitive reminders to children about keeping safe. For

example, they explain to the children why they should not run, and why they need to be careful with scissors. Children use high quality equipment which is appropriate to their age and stage of development.

Children are well protected from possible abuse and neglect. Staff have attended training and show a good understanding of the procedures to follow if any concerns arise, in order to ensure the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children's independence is well promoted through a variety of play opportunities. Children enjoy their time at the nursery. They achieve because staff are skilled in their interaction with children allowing to explore and develop their play and ideas. For example, when playing with the animals and the farm the children were encouraged to extend the play through discussion about the roadway being too close, and moving the animals to a bigger field to 'keep them safe'.

Older and younger children are fully involved in a range of enjoyable activities, which develop their mathematical thinking, imagination, language and creative development. For example, children access water play, role play and construction, singing, painting and storytelling. However, the way story time is organised does not always fully meet the needs of the younger children to allow them to get the most from the activity provided.

Children are very happy at the nursery and are keen to communicate with staff enthusiastically, showing them things they have done and talking about their experiences. Children benefit from warm relationships with staff who are interested in them and give them lots of praise and encouragement. Staff working with the younger children are beginning to use the Birth to three matters framework. However, the lack of consistency of the observation and evaluation process means that the next steps for learning are not always clearly identified and this impacts on future planning.

Nursery education

The quality of teaching and learning is good. Staff have a generally good knowledge of the Foundation Stage and its implementation. Staff plan and provide children with a range of activities and experiences to cover all areas of learning using the aspects of the early learning goals and assessment records for each child, clearly showing their approach to learning and their interests. However, there are limited opportunities for children's achievements to be assessed and evaluated against the stepping stones. As a result the next steps for children's learning are not always the most appropriate or clearly identified within the planning.

Resources are attractively set out to stimulate the children's interests. Staff use open questions effectively to promote children's thinking and resources are generally well used.

Children are keen to share their experiences with staff and other children. They communicate confidently and clearly, talking activities through and reflecting on what is happening. When listening to the 'Dear Zoo' book children join in the storyline and know what is going to happen next. Children are confident, motivated and involved in their learning. They work well independently and they show high levels of concentration when making their 'Easter Baskets'.

Children are encouraged to recognise their names on entry to the nursery and place these cards on the board. They are beginning to understand that words carry meaning when they listen to stories and discuss the title of the book. They have fewer opportunities to link sounds with letters and to use writing for a purpose.

Children are learning about size, shape and simple calculation using appropriate mathematical language through everyday experiences. For example, counting the plates at lunchtime and talking about how many ducks have we left in the water tray.

Children show an interest in the lives of people around them through themes such as Black History Month and the celebration of St Patrick's Day. They develop an interest in technology and learn how to log on and use the computer. Children show a range of feelings and enjoyment when they explore using a variety of natural resources. For example, they use sand, water and malleable materials such as dough to develop their senses.

Physical play is enjoyed by the children although at present this is limited to indoor play. Staff provide daily opportunities for children to develop their skills and body awareness. Children are beginning to develop their skills and body awareness through physical movement in rhymes and songs and activities such as riding a scooter. This encourages their self-esteem and sense of achievement. Children have fewer opportunities at present to climb and balance.

Children can easily access a variety of stimulating materials and resources to encourage their creative development interests. This enables them to extend their ideas, imagination and individuality. They have regular access to music and sound games. The well resourced role play area, and adult interaction helps children to use their imagination well, which enables them to come to terms with the world around them.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. There are effective procedures in place for the care of children with special needs and the individual needs of children are well met. They have many opportunities to celebrate festivals, to taste different foods, and use a range of resources which show positive images of culture, ethnicity and gender and disability.

Children behave well. They are given lots of positive praise and encouragement to support their good behaviour. Children are learning to take turns and to begin to accept the needs of others. They begin to understand right from wrong through

consistent boundaries. Staff use age appropriate methods to manage behaviour including, explanation through gentle reminders and distraction. As a result children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Children benefit from effective information sharing with parents. Staff give verbal feedback to parents daily which ensures that parents are fully involved with their child's progress. Parents are consulted by the use of a parents satisfaction questionnaire.

Meetings are held each term to encourage parents involvement in the day to day running of the group. However, there are no formal procedures in place to share information about the children's developmental progress at present. Good quality written information is provided for the parents and displays and detailed notice boards keep them up to date with policies and procedures and changes. However, limited information is given to parents about the Foundation Stage and the Birth to three matters framework and what this means to children.

Organisation

The organisation is good.

Children are cared for in a well organised environment. Staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give them support and encouragement. This helps them to feel secure and confident. The nursery maintains a suitable record of staff suitability to work with children on site.

Children are kept safe and healthy as staff attend and update their training, including child protection and special needs. Children are generally well cared for as staff implement procedures well. However, there are less effective procedures for recording the children's arrival and departure times. This means that children are not always fully protected.

Leadership and management is good. Most of the legally required documentation is in place and reviewed regularly. This contributes to the children's health safety and well-being. There are well-qualified and effectively inducted staff, this benefits the children. A good appraisal system ensures that nursery policies and procedures are consistently applied. Regular monitoring and evaluation of the quality of teaching is used to support staff development.

All staff are committed to continuous improvement and managers continually assess the quality of care and education provided for the children. However, the methods used to observe and assess and plan for children's progress towards the early learning goals do not clearly identify the stepping stones in relationship to children learning. This over time could effect children's progress. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

not applicable

Complaints since the last inspection

There have been no complaints since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- re-visit the grouping of younger children at story time to ensure that all they get the most from the activity provided.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the outcomes for children by improving the observation and planning methods to include the stepping stones, with clear learning intentions, based on what children know and can do.
- increase the opportunities for the more able children to be aware of print; the sounds of letters and words; develop opportunities to practise pre-writing skills through practical play experiences

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concerns about inspectors' judgements which is available from Ofsted's website:
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