



## 4 Street Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	139078
<b>Inspection date</b>	08 May 2006
<b>Inspector</b>	Malini Parmar
<b>Setting Address</b>	Fore Street, Eastcote, HA5 2HX
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<b>Registered person</b>	Helen McIlrath
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

4 Street Nursery is situated adjacent to Coteford Infant School in Eastcote. The nursery was set up in October 1992 and caters for up to 45 children, between the ages of one year to under eight years. During school holidays and, before and after school, the setting provides up to four places for children between five years and under eight years.

The nursery is on two floors, providing five children's rooms, two children's bathrooms including a nappy changing room. Children have access to a fully enclosed outdoor area.

There are currently 45 children on roll aged from two years to under five years. This includes 12 funded three year olds and four funded four year olds. The nursery supports children with special educational needs and those with English as an additional language.

The nursery hours are 08:00 to 18:00 and is open all year round except for bank holidays and between Christmas and New Year. In addition to full time places they offer morning and afternoon sessions.

There are 12 staff who work with the children. In addition there is a full time manager and three support staff. All members of staff have recognised qualifications in childcare.

The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about healthy hygiene practices through the daily routine. They wash their hands at appropriate times and receive good support to understand the connection between participating in regular hygiene routines and maintaining good health. This is achieved by consistently engaging in useful discussion about "washing germs away". Consequently, most children, particularly older children, visit the toilet independently throughout the session. Children are well protected from cross infection because staff follow rigorous procedures to ensure this. They, for example, wear disposable gloves when changing nappies and have adopted a systematic routine for the regular cleaning of toys and resources. As a result, children enjoy being cared for in a healthy environment in which effective methods are used to promote children's emotional well-being. Children are, for example, encouraged to engage in conversation whilst having their nappies changed. They receive sensitive support when toilet training and the key worker system is used well to nurture their emotional well-being.

Children's health and well-being is promoted through the effective procedures followed by staff for the safe administration of medication and reporting of accidents. Children are assured of receiving appropriate treatment in the event of an accident, because there are sufficient numbers of staff appropriately qualified in emergency first aid.

There is a strong emphasis placed on ensuring children experience a good range of healthy and nutritious snacks, which comply with all special dietary requirements and parental wishes. As a result, children benefit from the freshly prepared hot meals at lunch times and clearly enjoy the social opportunities created by eating in small groups. They learn to recognise the benefits of the wide variety of foods on offer as they, for example, relish the fresh chunks of "juicy" pineapple and handfuls of "sweet" grapes. Effective systems in place ensure all children can access fresh drinking water at all times to ensure their energy is consistently replenished.

Children have daily opportunities for fresh air and vigorous play to maintain health. Younger children learn to control their own bodies as they gain new skills and confidence in their movements. They, for example, delight as they learn to "jump" and pop up like toast. Older children develop greater control over their movements as they practise dancing and energetically push cars. Children demonstrate a secure awareness of space as they safely manoeuvre around objects and one another. They experience suitable physical challenges as they are supported, for example, to play tennis.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children arrive happily and settle quickly in a warm and friendly environment which stimulates their interests. The premises are bright, light and clearly organised into specific areas of learning. As a result, children move freely under staff supervision as the group have sole use of the premises. Children benefit from good displays of their work to promote a sense of security and belonging.

Children have access to an extensive range of exciting toys and resources which are maintained safely through good procedures. Children's risk of accidental injury is minimised by generally effective procedures. Staff make regular assessments of potential risks to equipment and activities to ensure children feel safe. Children are supervised closely by staff, they are familiar with the routine and, for example, wait patiently for staff to escort them up and down the stairs. At these times, younger children in particular benefit from an additional low level hand rail to support their movements and promote their safety. Older children know and understand how certain actions may injure them, through the useful explanations they consistently receive. For example, they know it is unsafe to run indoors, as they may hurt themselves or their friends. Occasional lapses, however, mean that children are at increased risk of injury by a lack of procedures followed by staff. Fire safety is given appropriate priority and children receive good chances to develop an effective awareness of how to respond in the event of an emergency evacuation.

Children's welfare is protected by the sound knowledge core staff have of issues surrounding child protection. There is a clear policy in place to follow which is currently being updated. However, staff are less secure in procedures to follow in the event an allegation is made against them.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children of all ages benefit from the sensitive support and positive interaction they receive to support their play and learning. Children are able to learn at their own pace because staff consistently provide a range of age and stage appropriate challenges that stimulate their interest.

Children aged between one and three years participate enthusiastically in a wealth of practical activities that support their individual development because staff use the Birth to three matters framework. As a result, children are busy enjoying a good range of malleable resources such as sand, water and cooked pasta to promote their senses. They benefit from the skilful use of large books and action songs to stimulate their language and encourage good communication skills. Children respond with excitement as they play with imaginative toys and "make their train" in the role play area. They are learning to make connections as they distinguish between different toys and choose their favourite things to play with. Children benefit from the good use of the key worker system to ensure they settle well, and monitor their development in order to nurture their interests to ensure progress.

## Nursery Education

The quality of teaching and learning is good. Children are successfully engaged in a range of stimulating practical activities. They are making good progress through the stepping stones towards the early learning goals. Children enjoy learning in an environment where staff are committed and successfully use a wide range of teaching and questioning techniques to extend thinking and learning. Children learn to make decisions, develop confidence and become more independent because staff create a child focussed environment. As a result, the play areas are organised well to accommodate the different ways they learn. This enables children to successfully initiate their own play and staff are effectively deployed to support children. They carefully frame questions to support and extend thought processes. The systems for assessment and planning are developing to ensure children's individual learning priorities are consistently identified and include all six areas of learning. Both the indoor and outdoor environment is carefully prepared at every session to ensure children experience a good choice. As a result, children are enthusiastic learners. They confidently express their needs and relate well to each other and adults. They are forming firm relationships as they share, take turns and work co-operatively.

They are interested and involved in purposeful activities and show strong levels of concentration when completing puzzles. Children have good opportunities to extend independence, they delight as they serve their own lunch and learn how much they need and want. They are skilfully encouraged to dress themselves for outdoor play and are encouraged to label their own work. Children listen attentively; speaking clearly and confidently as they engage both adults and their friends in conversation. They are encouraged to notice print and the sounds of letters in words. Children particularly benefit from the many signs in both the indoor and outdoor environment and the developing use of these in many languages. This helps them to understand that print carries meaning. As a result, most successfully recognise their names when looking for their pegs. Children have excellent opportunities to develop writing skills through a variety of exciting opportunities such as painting, corn flour, and pasta in water play.

Children count confidently; they experience weighing, sorting and pattern making through excellent practical activities, for example, sorting and cooking. They benefit from consistently hearing mathematical language which they successfully repeat to describe colour, size, and shape, length and quantity. For example, children delight in successfully measuring blocks and comparing heights. Children have some opportunities to problem solve, such as at snack time when they are encouraged to calculate how many more cups are needed at the table. However, there are too few opportunities for children to explore three dimensional shapes.

Children have excellent opportunities to investigate and explore a range of materials using their senses both indoors and outdoors. Children strengthen their fine motor skills as they cut and manipulate a computer mouse with increasing control.

They develop a good understanding of time, culture and beliefs as they share their experiences, and acknowledge a range of festivals. Children delight in the rich creative opportunities which they freely explore on a daily basis. They eagerly cut and paint and play with sand, water, rice, and use an array of collage materials to communicate their thoughts, ideas and feelings. Children delight in exploring a range of sounds as they regularly use rhymes and songs to "pat and clap"

at times, such as circle time. Children frequently engage in imaginative play to mimic their observations of the world around them. They have opportunities to extend their experiences further as they securely take on different roles in, for example, the "hair dressing salon".

### **Helping children make a positive contribution**

The provision is good.

Children share their thoughts, feelings and ideas confidently in an environment which values their contributions and supports their individuality. They experience the value of their own culture and those of others, through posters, books, resources and by participating in topics about it. This enables all children to feel secure and consequently they receive greater chances of strengthening their self-worth and of developing a strong identity. A range of festivities are celebrated throughout the year to strengthen children's knowledge and experience of the wider world. Their chances to regularly re-visit and recall these events in order to consolidate their knowledge are evolving.

Strategies to support children with special educational needs are effective. All children are fully integrated within the setting and systems to ensure children's individual needs are met are secure. As a result, children are well behaved overall. Children consistently receive good levels of praise and encouragement for their achievements to boost their confidence and enhance their self-esteem. They receive useful chances throughout the session to learn to manage their own behaviour. Older children, for example, skilfully negotiate their turn using their developing reasoning skills. They respond well to the warm sensitive interaction they receive and the high expectations of their behaviour. There are effective strategies in place to support children according to their individual needs. Children form positive attitudes as a result of the consistent use of explanations they receive which helps them to distinguish the boundaries between acceptable and unacceptable behaviour. As a result, children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is good. Children benefit from the solid procedures in place to promote healthy partnerships with parents to ensure their well-being, development and progress. Children settle well and benefit from a two-way sharing of information to meet their needs. Parents receive useful information about the setting, children's individual needs are documented well and the successful implementation of the key worker system ensures information is continually exchanged and shared. Newsletters, notice boards and regular feedback ensures that parents are made aware of how children spend their time at nursery. Children's developmental records are available for parents to view upon request outside of the programmed parent consultation meetings. In addition to this, parents receive useful written information about progress in the form of monthly updates. Although children receiving funding benefit from these systems, opportunities to ensure all parents can participate fully in their learning is limited because the system to share all children's individual learning priorities is currently developing.

## **Organisation**

The organisation is good.

The nursery meets the needs of the range of children for whom it provides.

Children benefit from the established support structure in the organisation which has clear aims and values the ideas of staff, in order to meet their needs. Children are comfortable and confident in a setting that is highly organised to ensure staff have a clear understanding of their roles and responsibilities. They are secure in an environment which fosters a strong staff team that work closely together to ensure they provide good levels of care and education.

All required records for children are in place and there are a set of appropriate policies and procedures. These are reviewed annually to ensure they reflect the setting accurately and conform to changes in legislation. Induction training, regular staff meetings and individual support meetings are in place to ensure staff are secure in their knowledge of them. Occasional lapses, however, result in some procedures not being followed to fully promote children's safety.

Leadership and management of the setting is good. The manager has a secure knowledge of the Foundation Stage curriculum. Therefore, she is able to support staff with planning a good range of stimulating and challenging opportunities to support children's learning. There is a strong commitment to improvement throughout the team which is instigated by the management structure. Therefore, staff are keen to continually update their knowledge and skills by regularly attending a variety of training which includes in-house training. The staff team are motivated, their individual skills and experience is valued and many of the team have taken an additional responsibility to support their own development. Children clearly benefit from robust systems in place to consistently identify how well their needs are met. This is because there are secure systems in place for monitoring, reviewing and evaluating the effectiveness of the nursery education and the overall dynamic of the nursery. As a result, the manager has a good knowledge of the setting's strengths and weaknesses, to ensure the children's health, welfare and on-going development.

## **Improvements since the last inspection**

The group have made good progress in addressing the recommendation raised at the last inspection. Children now have good access to a range of resources that promote disability.

### **Nursery Education**

The group have made good progress in addressing the points for consideration at the last inspection. They were asked to consider improving the opportunities for children to problem solve. Children develop and enhance their skills of problem solving as an integral part of their play routines. In addition, opportunities for children to find out about past and present events in their lives have now been extended. Children consistently engage in programmed activities

and topics which enhance their knowledge of past and present events. In addition, staff maximise on spontaneous references made by children to ensure their progress in this area.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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.

## **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 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):

- continue to take positive steps to promote safety within the setting and ensure systems to secure safety are followed at all times to minimise potential risks to children
- develop staff's knowledge of what would happen in the event an allegation is made against them
- build on existing practice to ensure children have consistent chances to recall and revisit festivities in order to consolidate their knowledge and experience of the wider world

#### **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):

- provide more opportunities for children to explore three dimensional shapes
- continue to develop the current planning and assessment, to ensure children's next steps in learning are consistently identified in all six areas of learning. Develop existing systems further to secure the process of using these to inform future plans.

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