



# Lindsay Park Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY216823
<b>Inspection date</b>	06 September 2006
<b>Inspector</b>	Jan Healy
<b>Setting Address</b>	Lindsay Park Baptist Church, The Mall, Kenton, Middlesex, HA3 9TG
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<b>Registered person</b>	Lindsay Park Nursery School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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?

Lindsay Park Nursery opened in 2002. It operates from Lindsay Park Baptist Church, which is situated in a residential area of Kingsbury in the London Borough of Brent.

There are a maximum of forty-four children, from 2 years to under 5 years of age, who may attend at any one time. The nursery is open from 09.30 to 12.30 during term time. Children have access to a fully enclosed outdoor play area.

There are currently 40 children on roll. The setting provides care for children with special needs and for children who speak English as an additional language. The nursery receives nursery education funding for 25 children. There are nine staff, the majority of whom hold a qualification in early years.

The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

High standards of hygiene help to prevent the spread of infection. For example, the staff ensure the premises are clean before children's arrival and have established a rota system for cleaning the toys, so they remain free from germs. All tidying takes place before the children arrive, so that children's activities are not interrupted, or staff taken away from working directly with them.

Good hand washing and drying facilities promote the good health of children; they have access to warm water, soap and individual paper towels, which they dispose of after a single use.

Suitable medication records ensure parents are informed about any administration of medication given to children, to maintain their good health. Staff deal with accidents confidently, as they regularly update their training; details of any injury are shared with parents. Children are taught to keep themselves healthy, for example, they are taught about being 'sun smart,' to prevent burning during outdoor play.

The children eat a healthy snack during the session, for example, a wide variety of fruit and vegetables, which are attractively presented by the staff. The food is appropriately stored as refrigeration is available, to ensure the food remains fresh. The children learn about nutritious food during cooking activities; when making fruit salads, vegetable pizzas and flap jacks. They talk about the effects some foods have on their bodies and the benefit of cleaning their teeth. Parents are requested to provide relevant information about any religious requirement, food allergy or intolerance children have, so the staff are able to cater for their needs. Fresh drinking water is always available, which children help themselves to, preventing them from dehydrating, particularly after physical play. There is also hot or cold milk and fruit juice.

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

The provision is good.

Children and parents are warmly greeted upon arrival and time is allowed for the children to settle before parents departure. Staff attractively prepare the playrooms for the children, with an assortment of games and activities, including jigsaws, home corner and messy play, which they go to with confidence. Children's artwork is sensitively mounted, so they are able to wallow in their achievement and feel proud of their efforts, helping to enhance their confidence. Rooms are bright and airy and staff maintain a comfortable temperature, so the children play, eat and rest happily.

A good range of furniture and equipment enables children to increase their confidence. For example, child sized tables and chairs, so they are able to sit and play in comfort; and low level storage, so they are able to independently choose their toys. Booster steps and seats aid younger

children in using the bathroom independently. Staff check that all resources are safe and suitable for the use of children.

Staff are vigilant about the safety of children. They effectively monitor the arrival time, so the children enter the setting and are left in the care of the staff; and during departure time, so the children leave with the appropriate adult. Windows have been fitted with safety glass and locks, to prevent accidents. A safety gate prevents the children from using the stairs unaccompanied. Children practice a fire drill, so they are aware of the need to leave the premises swiftly in the event of an emergency. The staff are vigilant to record the amount of children on the premises and are aware of their mobility, as they may require being carried from the building. However, there is no record of visitors, to further manage access to the premises.

Staff have extensive knowledge and understanding about child protection. They are confident in recognising the signs and symptoms of abuse and neglect, such as any significant changes to children's behaviour. The staff are sensitive to the needs of parents, and work in partnership with them, to help resolve any concerns noted. Details with regard to the local social services office remain with the staff, so they are able to seek advice or help if necessary.

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

The provision is good.

Children are happy and settled, they quickly become familiar with the daily routine. Younger children benefit from the introduction of activities, which link to the Birth to three matters framework. All staff are able to demonstrate good knowledge, with regard to the care and education of children under the age of three years; and write detailed plans about how they intend to further their learning.

The staff are good role models. They teach the children right from wrong from an early age, so all are able to play in harmony.

Resources are organised to assist the younger children to access the materials they require. They are encouraged to help put away their toys, after they have finished playing with them, so other children have the opportunity of accessing the toys; helping the children learn about respect for each other.

### **Nursery Education**

The quality of teaching and learning is Good.

The person in charge works closely with her deputy, providing consistency and security for both the staff and children. Staff carry out their responsibilities effectively, as they have the skills and ability to do their job.

An operational plan details how the setting runs and shows how the resources meet the needs of all the children. Staff plan a suitable range of activities, to help them progress in their achievements. Achievement records are based on observation; staff are working towards organising a better system of recording such observations, to help gauge the stage of

development children have reached. Good use of time and resources benefit the children, as they are able to wallow in activities that matter to them. Challenges are presented, for example, when threading beads; helping children to enhance their dexterity.

Staff retain records, policies and documentation, which contribute to the efficient and safe management of the provision, and help to promote the welfare, care and learning of children are maintained.

Children are making strong progress in their mathematical development. They have ample opportunity to learn to count through the singing of familiar songs and rhymes, and have numerals displayed on playroom walls. The staff turn the home corner into a shop, and the children use pretend money, to attempt to add prices together and to give change, using a cash machine. They learn about weight and measurement when participating in cooking activities and about capacity when playing in the sand and water tray.

Children are making successful development in communication, language and literacy. They are helped to develop the skill of holding a pencil correctly and mark make, using an extensive range of coloured pencils, pens, chalk, charcoal and crayons. They listen to what the staff have to say and are able to follow simple instructions, such as putting their coat on for outdoor play. The staff aid their vocabulary by reading and sharing with children, a broad range of books, and playing tongue twister games.

Children are making effective progress in their creative development. They are allowed to use their creative freedom during artwork, for example, painting what they wish to paint rather than being told what to paint by the staff. They make use of recyclable material when model making and natural material, such as clay, when moulding shapes of their choice. Musical instruments are available which the children find fun, particularly when they make sounds they have not heard before.

Children are challenged in their physical play. They have the use of a garden for outdoor play and a hall for indoor play. Ample space allows them to run, hop, skip and jump without fear of bumping into their friends. They develop their stamina and muscle tone when climbing on various frames, which the staff periodically change the shape of, which aids the children's thinking skills. Tricycles are available for children to use, both indoors and outdoors, which encourages them to learn about control and coordination. Children are taught about the need to keep themselves healthy; they use tabards which detail the organs and bones of the body, to help their understanding about what is under their skin.

The children are making consistent progress in their knowledge and understanding of the world. They are taken on frequent trips around their local community, where they are given the opportunity to meet local people and to find out about what they do; such as the lady in the laundrette, the shop keepers and park attendants. Children buy ingredients and make pies for the birds in the winter months, helping their understanding of how birds live and about migration. The staff help the children's understanding of technology with games, for example, 'InteracTV', using telephones and cameras.

The children are making positive progress in their personal, social and emotional development. They share an affectionate relationship with the staff, who care for them very much. They are treated and spoken to with respect, so the children learn social graces and how their behaviour has an effect on others; helping them to learn about the importance of treating each other with kindness. Staff sit and play with the children at their physical level, making eye contact with them and listening carefully to what they have to say; so the children learn that they are as important as all the other children in the group, and their contribution is valued.

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

The provision is good.

Spiritual, moral, social, and cultural development is fostered. The staff actively promote equality of opportunity and anti-discriminatory practice for all children in their care. Staff value children's contribution and treat them as individuals. Festivals are celebrated, for example, Easter, Eid, St Patrick's Day, St George's Day and Divali; so the children learn about their own and others culture. A broad range of resources reflect positive images of ethnicity, gender and disability, such as books, pictures, posters, dressing up clothes and crockery in the home corner. Staff enable all the children to have equal access to all the resources, due to the careful organisation of storage. Information is sought from parents, to help staff promote the individual care of children, and display words as labels in various languages, so children feel a sense of belonging.

The staff are sensitive to the needs of the children and are aware that some children have a learning disability. They are proactive in ensuring that appropriate action is taken if such a disability is identified; and work in partnership with parents and outside agencies to promote their learning. The physical environment is adapted so all children are able to participate in all activities, including the moving of furniture, to create further space.

Behaviour of children is good. The staff practice positive behaviour management strategies, helping to provide the children security, as boundaries are consistently applied. Desirable behaviour is reinforced and children are encouraged to accept responsibility, for example, to help tidy away toys. Sharing and negotiation are encouraged to help children to think about each others feelings and to respect each others similarities and differences.

Partnership with parents is good. Meetings are held for parents who are new to the setting, to provide them with relevant information about the group. All records about children's achievement are available for parents perusal; and they have ready access to detailed information about the planning that staff have written about forthcoming topics. Consent forms are signed by parents, for example, to seek emergency medical treatment or advice, if required, to prevent the delay in care. Parents know who their child's key worker is and are able to speak to them in the event of a concern. Parents may act as volunteer, if they wish, or to come into the group if they have a skill or talent they are able to share; for example playing a musical instrument. Parents are aware about how to make a complaint as the staff have written a clear procedure to follow. Parents are able to provide suitable equipment, to ensure the needs of their child are met.

## **Organisation**

The organisation is good.

Leadership and management are good. The setting meets the needs of the range of children for whom it provides. The person in charge holds a relevant qualification in early years childcare and education; so she is able to plan and provide a wide range of suitable activities for all the children in her care. She has strong knowledge and understanding about the National Standards, Birth to three matters framework and the Early Learning Goals, so children benefit from her training. The person in charge employs suitable staff, as there are effective procedures in place for staff appointments.

The majority of staff hold a qualification in early years; an induction programme identifies training needs, to maintain an appropriate level of knowledge. A contingency plan is in place, in the event of staff absence, to ensure consistency and continuity of care is provided. A suitable registration system is in place, which records the times of arrival and departure of children, so the staff know exactly who is on the premises.

All records are stored confidentially but are readily available for inspection. Documentation is retained for a reasonable period of time, and Ofsted are kept informed about any changes to the staff or premises.

## **Improvements since the last inspection**

The staff were requested to conduct a risk assessment of the premises, which they have done, to ensure any risks are identified and eliminated. The staff were requested to develop their knowledge with regard to special needs, which is now complete; due to staff training and the person in charge taking responsibility of special educational needs coordinator. The staff were requested to always ensure that children had ready access to fresh drinking water, which they now do, preventing them from becoming dehydrated. The staff were requested to enhance their knowledge about child protection issues, which they have done, through the attendance of training courses. Records of complaints are recorded and available for parents perusal. Parental consent is now requested, so the staff are able to seek emergency medical treatment if required, to prevent the delay in care. A suitable registration system is now in place, which records the times of arrival and departure of staff, so all are aware of who is on the premises. A deputy has now been employed, who is more than capable of carrying out her duties.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- keep a record of visitors

##### **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):

- continue working towards a better system of recording observations

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)