



Luton Street Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY305996
Inspection date	01 June 2006
Inspector	Catherine Greene
Setting Address	Luton Street, London, NW8 8RL
Telephone number	020 7724 7965
E-mail	lutonstreet@wcs.org.uk
Registered person	Westminster Childrens Society
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?

Luton Street Neighbourhood Nursery opened in April 2005 and is one of several nurseries managed by Westminster Children's Society.

The nursery operates from purpose built premises; there are two playrooms, a sleep room, staff room, office, laundry, kitchens and toilets/nappy changing facilities. The nursery is located near Church St and serve the local community. Children and staff attending reflect the diverse cultural make up of the local community.

There are currently 20 children, from zero to five years on roll. This includes funded three year olds. The setting aims to support children with special needs and currently supports children who speak English as an additional language.

Children attend for a variety of sessions. The setting aims to support children with special needs and who speak English as an additional language.

The group is open five days a week, all year round. Sessions are from 08:00 until 18:00.

Five staff work with the children. All staff have Early Years Qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are nurtured very well and cared for in a clean and well maintained nursery. The staff are pro-active in their cleaning routines, in order to ensure that the environment is suitable for young children. Children are supported very well in their independence; tissues are placed strategically in group rooms and in the outdoor area. Soap and paper towels are checked and refilled, so that children can help themselves. The staff team have a thorough understanding of how to promote children's health and well being. Their good overall hygiene practice with children ensures their daily needs are very well managed.

Children are currently learning about fruit and vegetables as a topic within the curriculum. Activities include planting herbs and vegetables, painting matching colours to vegetable or fruits, and linking songs and stories about how things grow. Children are taught about how to conserve water using buckets to collect rain water to water their plants. This effectively teaches children the importance and value of caring for the environment and about being healthy.

Considering children's overall well being and health is high on the agenda. The nursery has a healthy eating policy and an extensive understanding of the benefits of providing children with nutritious non processed food. This is promoted very well together with parents. Children's individual dietary needs are known to all staff and the fresh food provided is very tasty, seasonal, varied and healthy. Children enjoy a healthy mid-morning snack, where they are able to make independent choices between a range of fresh fruits and a drink of water or milk.

The children are protected from the spread of infection, as sick children are excluded from the setting. The risk of cross-infection is also reduced through hygienic toileting routines: disposable gloves and aprons are used.

Children engage in a wide range of activities, which support the development of their physical skills. They enjoy an excellent range of activities that promote physical skills in a stimulating and inspired outdoor area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, welcoming and secure environment. The purpose built space is designed well, allowing children to move and play freely between the group rooms and the outside play area. There are excellent displays of children's work throughout the nursery and photographs of their activities are catalogued and available for parents. This gives the environment a warm and friendly atmosphere and is welcoming to children and their families. When children play outdoors and during outings, they are kept safe as staff use good safety routines. Staff are aware of any hazards in the setting, and take appropriate measures, including regular risk assessments, to ensure children's safety and wellbeing.

The premises are safe and secure. Visitors to the nursery are carefully monitored and are required to sign a visitors' book. Access to the building may only be gained by ringing the bell when the gate is released. The intercom/CCTV system, which allows staff to talk to whom is calling before opening the door, is scheduled for repair.

Rigorous employment procedures mean that only adults who are safe to work with children are employed to do so. Children are well protected through designated staff's secure knowledge and understanding of health and safety and child protection issues. The rest of the staff group would benefit from attending child protection training to update their skills and knowledge. The setting has updated their complaints procedure to include details of the regulator and details of the regulator are displayed.

Helping children achieve well and enjoy what they do

The provision is good.

A stimulating environment, both indoors and outside in the garden, means children are inspired by the activities available. Staff are committed to supporting children's social development and enjoyment of the group. The nursery is very well resourced and staff organise the environment extremely well. Children clearly enjoy their time spent at the nursery. The rich and stimulating environment inspires their learning and they spend their time purposefully. The younger children are developing well, and are effectively progressing towards The Foundation Stage Curriculum as they qualify for nursery education funding. Outcomes for children are further developed with attention to the Birth to Three Matters Framework.

Staff are skilled in child observation, and collate informative records on their key children. These records capture children's achievement and progress very well. The child observations are well recorded and evaluative, making planning the next stage of learning very clear. The time given at the start of term to settle new children and re-establish links for the older children makes for very effective knowledge of individual children's stages of development.

The two to three-year-olds are developing their confidence and self-esteem very well. Some of the children have only recently started attending the nursery and are already

well settled into the routine. They have good relationships with the staff and they clearly enjoy each other's company. The staff are kind and gently spoken and there is a good sense of fun within the group. Children are becoming competent learners, who are able to make choices for themselves. Children enjoy exploring and handling natural materials, they have observed the changes in the planting area that they were involved in building. They discuss the detail and smell of the herbs they have grown themselves in the garden.

Children's communication skills are developing very well. They enjoy using books independently and listen attentively during group story time. Staff make good use of a variety of activities to encourage children to extend their vocabulary. For example, as a child explored the shrubs for mini beasts, the adult appropriately questioned the child in order to encourage the child to describe the names of the different bugs they could see.

Nursery Education

The quality of teaching and learning is good. Staff have a sound understanding of the early learning goals and plan a stimulating, well balanced curriculum. The daily routine flows smoothly and the children enjoy constructive periods of uninterrupted free play, where they are able to develop and consolidate their learning. Activities are aesthetically presented on open plan shelving and tables. The children are very independent and choose their own activities. Staff interact and record and observe the children's progress as they play. The resources are purposefully grouped into the different learning areas. Children are developing well within all areas.

Children are enthusiastic learners who settle quickly to their chosen activity. They are able to take turns and share fairly, especially while waiting their turn to participate in a play dough making activity. Children are very independent, especially when organising their own snack and tidying away after lunch.

Children are developing their communication, language and literacy skills very well. During the literacy workshop children are able to identify a range of simple picture cards, they describe the pictures and put them into context. Children use a variety of materials such as pencils, paints and felt tip pens; they are learning to recognise their names by choosing name cards and recognising familiar words. Children are linking sounds to letters through alphabet displays and by talking about letters and how to spell names. They look at books independently, enjoy story time and their emergent writing skills are evident, with some children able to recognise their own names.

Children are learning to count and understand numbers through a range of practical experiences. Children have opportunities to weigh, make patterns, compare size, and to add and subtract. Children are able to name some shapes and numbers 1-5. They are beginning to problem solve, for example, when trying to complete puzzles and construct railways and bridges. Children are able to sort and match a variety of objects in colour and size groups.

Children enjoy exploring and experimenting. They learn about nature as they are taught about mini beasts and the hibernation of small animals. They care for the environment and learn about conserving water during topic work. They observe

change during cooking activities, when they learn to weigh and measure.

Children engage in an imaginative variety of creative art activities, where staff encourage them to produce their own work. They are able to role play in the home-corner, with a hair dressing salon complete with real make up. They are involved in the preparation of real food; after shopping for fruit at the market, they are able to prepare and enjoy the fruit in the home corner. They enjoy listening to and making their own music with a variety of instruments.

Effective use is made of time and resources to provide children with opportunities to engage in physical activities. Children are developing good physical skills as they participate in regular use of a range of apparatus, such as a climbing frame, bikes and balls. The setting makes very good use of the large outdoor area where children regularly engage in robust physical activities. The inspirational outdoor space is used to its full potential and there are exciting plans to further develop the area. Many opportunities are provided for the children to plant and dig and activities covering areas of learning are extended into the outdoors. Children show great interest in examining the mini beasts and local wildlife, including the ducks that settle in the pond, opposite in the elderly persons' home. Staff capitalise on this unusual opportunity and lead children into valuable discussion in small groups. They are also developing their fine physical skills as they use scissors, pencils and other small tools.

Children learn about themselves and their families through discussion and topic work and talk about their local community and the wider world. Children have some opportunities to experience new technology, using digital cameras and taping their voices on cassette. Staff are keen to further develop this area with ideas for metal detectors and plans for a computer in the group room.

Helping children make a positive contribution

The provision is outstanding.

The setting's positive approach and children's access to a range of experiences that reflect diversity, foster children's spiritual, moral, social and cultural development.

All children are welcomed and play a full part in the nursery, because staff value each child as an individual. Children learn about themselves and the wider world through planned activities and by celebrating a variety of cultural festivals. This helps them to understand and value the similarities and differences between themselves and others. Staff contribute by bringing items of cultural interest back from their trips abroad, such as traditional clothes from other countries. Children delighted as they danced about wearing the recent addition of a flamenco dress, this also inspires lots of valuable discussion for the children.

Children are extremely confident and show good self-esteem responding well to continual praise and encouragement. Children work well together, for example, they co-operate with each other and follow staff directions well during the activities, circle time and lunch. They take turns to help pour drinks and clear away their cups and plates after lunch, including serving extra slices of cake to their younger friends. They

understand the rules and routines of the setting well. Behaviour is very well managed through positive reinforcement. Children have made firm friendships and enjoy each other's company; they learn to be independent and have good opportunities to choose what they do and to select their own resources. Children are always busy and purposefully occupied.

The special needs co-ordinator ensures all children, including those with special educational needs, are able to learn and develop appropriately in the setting. For example, individual learning plans are put into place when necessary. Good methods of communication are fundamental for children and staff are skilled at ensuring appropriate measures are in place. Children learn that others have different needs and have good relationships with each other.

The partnership with parents and carers is outstanding. Parents comment positively on their experience and are involved in the activities of the nursery. They help on occasions, contribute to topic work and share their skills. Children benefit from this open and close partnership. Parents are very well informed, they receive regular newsletters and reports. The deputy manager has devised an initiative in information sharing for parents. This will cover issues of interest and leisure. The area will include comfortable seating with a book sharing scheme and will provide a focal point for interesting information, establishing links and encouraging friendships. Staff are always available to talk to parents ensuring children's individual needs are met. There is a parents' handbook giving information about the curriculum offered, about the topics for the term and the planned learning objectives. Parents receive an annual report on their children's progress and are invited to spend time in the nursery, observing their children's progress.

Organisation

The organisation is good.

The leadership and management of the setting is good. The setting is well organised. Effective use is made of the premises, to ensure that the children enjoy extensive play and learning opportunities. Great care is taken to create a child centred environment. The staff team work very well together and children benefit greatly from staff commitment to improve practise through ongoing self-evaluation. Staff development includes time for attending a range of training opportunities. Effective staff induction procedures and well structured appraisal systems ensure that the setting's comprehensive policies and procedures are consistently applied and understood by all staff members. Staff recruitment procedures are thorough. All legally required documentation is in place and the complaints procedure is in line with current changes to legislation.

The nursery has an established and well-organised staff team, who receive ongoing training and support. They look forward to the benefits of the focus group for Foundation Stage of Learning and other good practice initiatives, such as the annual learning development review for all staff. Very good deployment of staff and organisation ensures that appropriate staff/child ratios are maintained.

Curriculum planning is well-organised, to provide children with a range of play

opportunities relating to their learning and developmental needs. Activities encourage children to make choices and engage in stimulating play. The nursery is well maintained and offers a stimulating environment. Staff plan the activities very well, based on a good knowledge of what children like to do and their individual stages of development.

Children benefit from being cared for in a safely managed provision. They are familiar with the routines that are in place to help them settle quickly and feel secure.

Overall, the setting meets the needs of the range of children attending.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report.

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):

- develop staff's knowledge and understanding of child protection issues

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 to develop opportunities for children to experience new technology

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