



## Roe Green Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	137834
<b>Inspection date</b>	23 November 2006
<b>Inspector</b>	Malini Parmar
<b>Setting Address</b>	Holy Innocents Church Hall, Bacon Lane, Kingsbury, NW9 0LT
<b>Telephone number</b>	020 8204 7598
<b>E-mail</b>	
<b>Registered person</b>	'Roe Green Nursery Limited'
<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?

Roe Green nursery was opened in 1989. The nursery operates from a church hall which is situated in the area of Kingsbury within the London Borough of Brent.

The nursery serves the local diverse community. The area used by the nursery includes one large main hall, two smaller halls and an outside play area. The front car park area is also used for outdoor play.

There are currently 27 children from two years to four-years-old on roll. Of these, 14 children receive funding for nursery education. The setting supports children with special educational needs and children who speak English as an additional language.

The nursery opens five days a week, for 49 weeks of the year, from 08:30 to 15.30.

There are six staff employed to work with the children. All staff hold relevant early years qualifications.

The setting receives support from the Early Years Development and Childcare Partnership. All the staff regularly attend training.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted by the good measures followed by staff to ensure this. Children engage in good personal care routines. Older children wash their hands independently and access tissues when they need them. The skilful use of songs and posters mean that younger children enthusiastically take part in routines and learn good techniques to maintain their health. Children are protected from the risk of cross-infection as staff wear disposable gloves and aprons when changing nappies, and diligently clean tables before they are used for meals. Children's health is protected in an emergency as all staff hold suitable first aid certificates, and necessary consent is in place should the need arise to seek emergency medical advice or treatment. Appropriate records regarding accidents and the administration of medication are kept and maintained. However, parents are not required to acknowledge the dosage of medication administered.

Children clearly enjoy a good range of healthy and nutritious snacks, which comply with all special dietary requirements and parental wishes. They enjoy the social opportunities created by eating in small groups and learn to recognise the benefits of the wide variety of foods on offer. They learn that "bananas and apples" will help you remain strong and "grow bigger and bigger". The skilful use of projects enable children to learn about good and bad food. As a result, children know that "too much sugar in cakes" is not good for you.

Children learn how exercise helps to maintain their health. They are able to access activities that strengthen their co-ordination and develop control, throughout the session. As a result, they select between playing indoors or outdoors. In addition, they clearly enjoy going for short vigorous walks around the local park. They delight as they splash and jump over puddles.

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

The provision is good.

Children are comfortable and confident in a child-friendly environment. The large range of toys and equipment are organised effectively to help children to quickly choose their activities. They move freely and safely throughout the premises as staff take many practical precautions to protect them.

Children's safety is given good priority; the premises are securely monitored and a record of visitors is maintained to protect children from unknown persons. Staff make effective risk assessments of potential dangers to equipment and activities to ensure children feel safe. Children are closely supervised by suitably vetted staff and receive good explanations about

how to protect themselves. As a result, they know that it is unsafe to "splash water" on others. Equipment and resources are checked for safety and cleaned through good systematic routines. This ensures children enjoy consistently playing with clean and safe toys. Children learn how to keep safe during outings as they are asked to hold hands and walk with staff. All children learn to evacuate safely in the event of an emergency because fire drills are regularly practised at different times, and on different days. However, full consideration has not been given to ensuring a secure system to alert attention to an emergency in all areas of the building.

Children's welfare is safeguarded as there are clear procedures to follow to protect children from harm. Although core staff have a sound knowledge of issues surrounding child protection, not all staff have a secure knowledge of this area, particularly of what may happen in the event an allegation of abuse is made against them. This aspect is not yet clearly included in the existing policy in place.

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

The provision is good.

Children develop their interests in a stimulating environment which ensures they are consistently engaged in purposeful play. They benefit from the positive relationships and sensitive guidance they receive from staff to support them in their play and learning. Children respond well to the kind and caring approach staff have towards them, this enables them to reciprocate this towards one another.

Young children benefit from staff's established use of the Birth to three matters framework to plan and provide a good range of activities to ensure their development. As a result, they are busy making effective use of the exciting opportunities available. They clearly enjoy exploring the properties of sand, water and playdoh to promote their senses. They are keen to explore books and regularly participate in singing popular songs and rhymes to stimulate their language. They particularly relish the consistent chances to use their imaginations as they explore their experiences of "going to the doctors" in the imaginary play area.

### **Nursery Education.**

The quality of teaching and learning is good. As a result, children are making good progress in all six areas of learning. They are happy and productive in a stimulating learning environment. Strong emphasis is placed on play and talk and providing first hand experiences that are practical and encourage children to freely explore and experiment. This means that children are confident to initiate their own play and staff are deployed effectively to support them. Staff's skilful use of questions and timely interventions ensure children's learning is extended, and they are given the chance to think things through. Children work out that by sorting wooden blocks into colours and matching these on the rods provided "it makes four rows of different colours". Children are able to learn by themselves and together, with and without help from an adult. This is because the daily routine provides a good balance of opportunities to work in small groups and for children to make decisions about independent activities. Children show strong levels of concentration and persevere to achieve their desired goals. As a result, they successfully complete puzzles and their pictures. They participate well during the small group activities, which encourage them to develop an understanding of appropriate behaviour, as well as listening

to each other and waiting for their turn. Staff skilfully capture and successfully retain children's attention as the well planned small group times ensure the good use of props and realistic timescales. As a result, children become engrossed in the interactive story times. They enthusiastically relate their knowledge and report "The tiger, he drank it all, all the water is gone". More able children show their independence as they dress for outdoor play. However, children are not always encouraged to strengthen their self help skills; they do not have consistent chances to pour their own drink. Children benefit from the evolving system in place to ensure detailed records of assessment are made. Staff know the children well, they make observations of children's progress in all areas, and information is shared at weekly meetings to inform the plans. Although children's next steps in learning are recorded in children's reports, the system to ensure they are recorded more consistently is not yet fully in place.

Children listen and respond well to stories, songs and rhymes and to each other as they exchange their news. They benefit from the strong emphasis on developing an interest in books. The large book areas are inviting, which mean that children visit them frequently. In addition, they eagerly use the accompanying props with the book of the week, to recount and re-enact 'The tiger who came to tea' and articulately explain, "The tiger is a nice one, not a fierce one". Children learn to write for a purpose, as they instruct one another through their play to make 'lists'. They have useful opportunities to learn that print carries meaning through the routine, as they successfully pick their names to post in the mornings. Children receive consistent chances to learn about mathematics because it is well supported through planned activities and everyday events. They confidently count the number of children in attendance, they count objects and solve simple practical problems, such as how many pieces are remaining to fit into the puzzle. They learn to successfully identify, shape, colour and size as they build "bridges and gates" with three dimensional blocks. Children particularly benefit from opportunities, to learn about weight and balance as they experiment with a number of blocks to support their frame. They receive consistent chances to play with sand, and learn about space and measure as they fill and empty containers. They receive worthwhile chances to experiment with water and soap as they whisk them together to make lots of bigger and bigger bubbles. Children learn about nature and the world around them as they regularly go on walks in the surrounding parks. They enthusiastically discover what happens 'to the leaves' when the wind blows in 'Autumn', and delight as they 'crunch' on the natural collection. Their learning is reinforced, by the many related items on the discovery table where they proudly place their freshly collected 'brown', 'red' and 'yellow', leaves and compare the changes in colour. They strengthen their small motor movements as they confidently cut, and skilfully build with small objects, such as small wooden blocks. Children have daily access to a wealth of sensory experiences in the art room. They use a good variety of textures, shape and colours as they assemble their decorations for Christmas. They frequently use the imaginary play resources to make meaning of their world by sharing their experiences of "cooking a pizza for my friend".

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

The provision is good.

Partnership with parents and carers is good. Children are settled and assured of receiving good individual care because effective systems are in place to ensure an ongoing exchange of information. Thorough information is gathered on entry about personal routines, and likes and

dislikes via a meeting, and the use of appropriate records. The effective use of the key worker system ensures that thereafter regular information is exchanged, parents are able to attend a consultation at any time. In addition, they receive three written reports throughout the year about their child's progress, development and welfare. Parents receive clear information about the six areas of learning and children clearly benefit from parents becoming involved in their learning. Parents are welcomed into the nursery to share their specialist skills and knowledge, such as reading stories in many languages. Parents are fully informed of what their children are learning and working towards via the information about goals recorded in their reports.

All children are fully included in the programme, activities are devised and organised effectively to ensure this. Systems to support children with special educational needs are robust. A member of staff is in place with relevant training and a good knowledge of how to successfully ensure integration. The group work well with supporting agencies to ensure best practice and help is available to children in their care. Staff make time to provide constant liaison with parents to make sure appropriate measures are always in place. As a result, children attending are supported well and fully included.

Children behave well, they are provided with good explanations to enable them to learn to manage their own behaviour. Clear boundaries are set, to help children know the difference between desirable and undesirable behaviour. They receive lots of praise and encouragement for their achievements, to promote good levels of self-esteem and retain their confidence. They particularly benefit from the positive language consistently used by staff to resolve minor conflicts. As a result, children show kindness towards one another and successfully negotiate their turn, when sharing the "baby high chair" in the imaginary play area. Children's spiritual, moral, social and cultural development is fostered.

Children develop a strong personal identity and sense of self worth as they learn about differences in lifestyle, culture and beliefs, in the wider world. They regularly use toys and resources which depict positive images of gender, race and ethnicity, as these form an integral part of the play materials offered. This ensures knowledge gained from the celebrations of many festivities throughout the year is continually reinforced and strengthened, to support their understanding of the wider world. Children benefit from the emphasis placed on many languages in the nursery. They access several languages in print through the use of dual language books and displays. They also learn to pronounce the days of the week in many languages.

## **Organisation**

The organisation is good.

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

Children enjoy being cared for in an environment which is highly organised to meet their welfare, care and learning. Strong team working and clear aims promote a smooth daily operation. Children benefit from good staff deployment to help support their progress and ensure their needs are met. Robust recruitment procedures ensure the suitability of all candidates that are selected to work in the nursery. A comprehensive set of policies and procedures are in place for staff to follow. Although these are reviewed to ensure they contain the necessary detail, some are currently being updated to ensure this. Children benefit from an organisation which

affords staff some non contact time to enable the completion of necessary records to secure development.

Leadership and management of the setting is good. The experienced staff team and manager work closely together to continually review and monitor their practice. The manager has a clear vision for the group and ensures all staff are included in the programme for continual development. Children benefit from a team that are fully motivated and have a clear commitment to ensure their needs through attending regular training. Staff meet twice weekly and they all contribute towards the nursery's self assessment. The manager has a clear understanding of the setting's strengths and weaknesses. To this end, she ensures that the nursery has clear objectives and regularly reviews these to ensure ongoing good progress.

### **Improvements since the last inspection**

At the last care inspection the nursery agreed to meet two recommendations set. These were to comply to health and safety recommendations made by the Local Authority's Health & Safety Department, and to ensure that children's daily attendance record includes arrival and departure. The group have made good progress in addressing the two issues from the last inspection in 2004. Health and safety recommendations have now been complied with to ensure children's ongoing safety. In addition, records of children's attendance now shows the hours attended, and list arrival and departure times.

At the last Nursery Education inspection, the group agreed to consider improving opportunities for parents to contribute to the planning for the next steps in the their child's learning. The group have given full consideration to this. As a result, parents have good opportunities to contribute towards this process, through the addition of a new comments section in their child's reports. In addition, they can also organise a consultation for further discussion with staff at any time, as staff welcome this.

### **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):

- continue to ensure staff strengthen their knowledge of safeguarding children and protecting them from harm, and have a secure knowledge of what may happen in the event an allegation of abuse is made against them
- continue to update records, policies and procedures for the efficient and safe management of the provision and ensure they include all the necessary detail, and where required reflect the changes in legislation.

### **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 develop their self help skills and increase their independence
- continue to refine the system for planning and assessment, further promote the use of observations in order to identify children's individual learning priorities more consistently, to further secure the process of using the information gained to inform future plans.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)