

Abbey Nursery School

Inspection report for early years provision

Unique Reference Number	137750
Inspection date	23 March 2007
Inspector	Caren Carpenter
Setting Address	Cricklewood Baptist Church, Sneyd Road, Cricklewood, NW2 6AN
Telephone number	020 8208 2202
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Registered person	Ruby Azam
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?

Abbey Nursery School was registered in 1980. The setting operates from a church hall which is located within the London borough of Brent. It is registered to provide full and sessional day care. There is access to a main hall with an adjoining play room. There is an enclosed outdoor play area. Abbey Nursery School serves families from the local area. A maximum of 55 children may attend at any one time. There are currently 55 children on roll. Of these 22 receives funding for early education. The setting supports a number of children with English as an additional language and children with learning difficulties.

The nursery opens five days a week during school term times. Sessions are from 09:00 to 12:00 and 12:30 to 15:30. Children attend full day care from 09:00 to 15.30. The setting employs 11 staff including the manager. The manager is supernumerary. There are Six staff that hold relevant early years qualifications. There are also five staff that are working towards early years qualifications. The nursery receives support from the Early years Childcare Development Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's well-being is protected and supported by the clear and comprehensive written policy and procedures that are in place. They are learning good hygiene practices as staff maintain good levels of hygiene. Children follow good personal hygiene routines helping to prevent the spread of infection and independently wash their hands before snack times.

Children are cared for very well if they have an accident or become ill because all staff are first aid trained. Parents are well informed about events such as, accidents during the day as there are good procedures in place. Effective medication policies are in place ensuring that medication is stored and administered safely.

Children enjoy a variety of fresh fruits from the fruit bar, such as oranges, pineapple, kiwi, mango and apples. This helps to promote their healthy growth and development. Children recognise when they are thirsty and help themselves to regular drinks of water.

Children are offered excellent play opportunities in the garden. They enjoy a good range of outdoor activities, which contributes to their good health. Older children skilfully move freely with pleasure and confidence using the climbing frame, balancing beams and pedal bikes. They use with increasing control a range of small equipment, such as writing tools, scissors, rolling pin and cutters

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are made to feel welcome and are cared for in a clean and very secure environment. Children have easy access to a wide range of appropriate equipment which is stored to encourage their independence. Displays of children's art work, posters and useful information for parents help the group feel welcoming.

Furniture, toys and equipment are well maintained, clean, and suitable for the children and meet their needs effectively. Good supervision and a good awareness of health and safety issues allow children the freedom to choose activities that are within safe limits. Children understand and practise fire drills regularly which are clearly recorded. However, risk assessments are not carried out regularly to promote children's safety. Good security precautions are in place to safeguard children.

Children are safe guarded from abuse or neglect, because staff have a good knowledge and understanding of child protection issues. This helps to ensure children are protected from harm. For example, staff know how to implement local child protection procedures and have the required policies and documents in place to safe guard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, contented and secure throughout the group. They enjoy themselves and are helped to achieve. Children participate enthusiastically in the activities provided such as painting, clay, sand and water play, building and constructing. Good and warm relationships

are evident as children listen and communicate with each other and with the staff. Younger children benefit from staff's knowledge and understanding of the Birth to three matters framework. They are cared for by a caring and loving staff team. Staff are caring, approachable and kind and respond positively to the needs of the children.

Children are practising their early writing skills as they paint and draw. Children are developing their hand-eye coordination as they build with bricks and handle books appropriately, turning the pages. They enjoy mathematical activities such as fitting puzzles together and observing colours, shapes size and numbers

Children are confident and initiate and lead their own learning, staff know when to offer help and support in order to extend their learning.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals due to staff's knowledge of the Foundation Stage and how children learn. The learning environment and activities are planned to provide a good range of activities across the six areas of learning.

Staff work alongside the children for most of the time. Staff plan an interesting range of activities linked to the stepping stones and various themes. They follow and develop children's interest by allowing them to use resources in different ways around the setting. The key worker system enables staff to monitor the children's progress to help them to move on to the next steps of learning.

Information from observation and assessment records are used effectively to plan for individual children. Plans shows clearly what all children are expected to learn, this ensures that they are sufficiently challenged to move on to the next stage in their learning.

Children share good relationships with staff and each other. They play well together and benefit from staff's skilled approach in helping them understand right from wrong. Children are eager to learn and concentrate well showing good perseverance with activities. They co-operate and negotiate roles, for example during role play. Children are learning about the world they live in as they celebrate festivals, such as Diwali, Eid and Christmas.

Children have good opportunities to develop early writing skills and some children write their names independently. Writing resources are well organised to allow children easy access and there are good opportunities for children to write for different purposes. Children listen attentively to a range of stories and enjoy selecting and looking at books independently.

Children count confidently and compare numbers throughout many practical activities. They use a range of resources such as compare bears to group colours and sizes. Children enjoy mathematical activities such as fitting puzzles together and identifying shapes and numbers.

Children are studying living things, such as the life cycle of a butterfly. They closely observed a crab and a fish using magnifying glasses. There are good opportunities for children to operate and explore information technology.

Children are making good progress in their physical development. They are enthusiastic as they enjoy fresh air and physical exercise daily. Children regularly use large physical play equipment to jump, climb, slide and balance which develops their large muscles and co-ordination skills.

Helping children make a positive contribution

The provision is good.

Children are welcomed and play a full part in the nursery because, staff value each child as an individual. Children are extremely confident and show good self-esteem responding well to continual praise and encouragement. They are well behaved, polite and courteous to each other and know what is expected of them. Children are developing a good understanding of the difference between right and wrong.

Children have access to resources which show people from other cultures, for examples dolls, jigsaw puzzles and books. This increases their awareness of diversity and their understanding of others. This positive approach fosters children's social, moral, spiritual and cultural development. Children are fully integrated within the setting. The Special Educational Needs Co-ordinator has received appropriate training to support children with learning difficulties. Staff have developed good relationships with other relevant professionals. As a result, children receive appropriate support.

The partnership with parents is good. Children benefit from the strong relationships between staff and parents as their individual needs are well met. Parents are given clear and meaningful information on the Foundation Stage and the programme of learning through notice board and leaflets. This helps parents to gain an understanding of how their children make progress and how this can be supported at home. Parents have good opportunities to meet with staff to discuss their children's written achievement reports. However, parents are not involved in planning next step in their children's learning.

Organisation

The organisation is good.

The centre offers a warm and welcoming learning environment where all children are happy and settled. Children are well cared for by adults who are routinely vetted and have relevant experience, knowledge and skills. Children benefit because staff attend regular training to improve their practice.

Detailed policies and procedures are implemented effectively to successfully promote children's care and well-being. Policies and procedures have been organised together to show how the setting promotes the outcomes for children. Children's welfare and individual needs are well met at this setting and appropriate records are in place to support their understanding of each child.

The leadership and management of the setting is good. Staff work well together as a team. Good systems are in place to evaluate the care and education and to help make improvements. Staff are well managed and there are regular planning meetings. The provider is actively involved in the care and learning of the children. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the setting was required to make suitable arrangements for staff breaks and to provide suitable seating for staff. The setting ensures that staff take breaks at suitable times throughout the day. As a result, staffs well-being is promoted. Staff sit comfortably in adult size chairs when sitting with children during activities.

The setting was required to make use of other space available to give children opportunities to play and rest in a quieter environment. Children benefit from space that is well organised. This provides them with greater opportunities to play and rest in a quieter environment.

The setting was required to provide more opportunities for four-year-old children to explore addition and subtraction. Children are provided with good opportunities during many practical activities, to develop their abilities to solve simple additions and calculations problems.

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

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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):

- conduct regular risk assessments

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):

- ensure that parents contribute in planning the next step in their children's learning.

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