

The New Alan Green Nursery

Inspection report for early years provision

Unique Reference Number	143729
Inspection date	18 April 2007
Inspector	Deborah Jane Orchard
Setting Address	Gliddon Road, London, W14 9BL
Telephone number	020 7565 1249
E-mail	
Registered person	Martin Rosner
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?

The New Alan Green Nursery is run by Ealing, Hammersmith and West London College. It opened in 1990 and operates from two rooms on the college site in Barons Court in the London Borough of Hammersmith and Fulham. A maximum of 30 children may attend the nursery at any one time. It is open each weekday from 09:00 to 18:00 during term time. Children have access to a secure enclosed outdoor play area.

There are currently 16 children aged from two to under five years on roll. Of these 11 children receive funding for nursery education.

The nursery employs six staff including the manager, all of whom hold appropriate early years qualifications.

The Nursery caters for children of students attending the college, with some occasional places for staff children.

The nursery supports children with English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained nursery which means their health and well-being is promoted. There are suitable policies and procedures in place, which include administering medication, first aid and dealing with accidents. This helps to ensure children are well cared for in the nursery. Children learn about the importance of good hygiene as they are provided with images of children washing their hands, this helps to support younger children. Children are encouraged to flush the toilet after use and blow their own noses.

Children benefit from nutritious foods which take account of their individual dietary requirements. For example chilli, rice and spring rolls. Children enjoy nutritious snacks, which include fruit. The children are able to enjoy sociable meals as they sit comfortably together at attractively covered tables. They are able to develop their independence as they help to serve and clear away food. Children are able to help themselves to drinking water from the cooler throughout the day. Children are developing an understanding of being healthy as they participate in a range of activities which promote healthy eating. For example, they make pictures of foods which are healthy and not healthy.

Children are enjoying daily fresh air and exercise as they are able to move freely from inside to the outdoor area. Children have fun in the outdoor area as they share two seated bikes, balance and run around playing hide and seek as they develop spatial awareness. Children develop small muscle movements as they knead and roll dough and fit pieces of jigsaw puzzles. Outdoor activities provide opportunities to extend children's learning in other areas. These include chalking, sand play and looking at books on a rug under the tree.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to play freely in a welcoming and child friendly environment. Children's art work is attractively displayed, which gives children a sense of belonging and enables them to feel valued. There is plenty of space to allow children to play freely, eat comfortably and rest. Children's individual needs are being met effectively as there is suitable furniture, resources and toys in place which are kept clean and in good repair. Many resources are clearly labelled and stored at a low level, which helps children to make independent choices in their play.

Children are safeguarded as staff pay careful attention to identify and minimise any risks. Daily risk assessments are carried out with any actions identified and addressed. The premises is kept secure and visitors are asked to sign in the book. A daily record is kept of staff and children's attendance, which includes arrival and departure times. Children participate in regular fire drills and appropriate fire safety equipment is in place.

Children are able to learn about keeping safe as they participate in road safety games in the nursery and discuss safety. This helps to ensure children are protected.

Children's welfare is safeguarded as staff have a sound knowledge and understanding of what steps to take if they have any concerns about a child. Staff are aware of how to recognise any possible signs of abuse and their responsibilities regarding recording and reporting. There is a named person in place to deal with any child protection concerns and staff update their

knowledge by attending training. Suitable policies and procedures are in place, these include what steps to take in the event of any allegations being made against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are enjoying their time in the nursery and are making good progress in their development as they are supported well by staff who are aware of their individual needs. Children are happy and settle quickly to activities. Children spend their time purposefully as they become absorbed in a range of activities inside and in the outdoor area. There is a key worker system in place which helps to ensure children feel secure in the setting.

Staff use the Birth to three matters framework to plan a range of activities and experiences for younger children. They are becoming competent learners and being creative, as they complete jigsaw puzzles and select from a range of craft materials to make pictures. They are being imaginative as they move around freely and select outfits in the home corner.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a good understanding of the Foundation stage and how children learn and make progress. They implement this effectively through detailed planning, which covers each area of learning. The staff observe, record and evaluate children's progress, which helps to identify the next steps for children's individual learning. Staff use appropriate methods to develop children's understanding, such as open ended questioning and responding to their ideas. The staff are enthusiastic and continually look at ways to improve opportunities for children. For example, by developing the outdoor area. Staff are approachable and friendly, which means children are confident to ask questions and try new experiences.

Children are making good progress in their personal, social and emotional development. Staff are actively involved in children's learning and become engaged in their play. They join in a game of hide and seek and role play with children in the home corner. This helps in developing the children's imagination. Children interact well as they play co-operatively sharing and taking turns. They have great fun as they pretend to cook food and play dressing up in the home corner. They are developing respect for each other as they admire each others flower garden pictures. Children are able to develop their self-help skills as they assist at meal times and put on their own coats before going outside.

Children have opportunities to develop their writing skills in the writing area and are beginning to write their names on their own pictures. However, there are less opportunities for children to spontaneously make their mark during every day activities. They are able to recognise letters as they use the self registration board to identify their own names. Children use books independently; they handle books well and are aware that print and pictures carry meaning.

Children are confidently exploring numbers as they count to 10 and beyond during every day activities and number songs. They add and subtract as they count how many eggs they have during role play. They learn about size and colour as they sort teddies and sequence. They are able to develop math skills as they access a range of resources, such as puzzles. They learn about quantities and weights as they participate in cooking activities.

Children have good opportunities to be creative as they select from different collage pieces to create their own pictures. They develop their ideas as they pick daisies outside and use these to make their flower garden pictures. Children explore colour, texture and shape as they use play dough, sand and paint pictures. They are able to listen to a variety of different music and join in singing songs. They are able to use junk modelling to develop their ideas, build and construct.

Children are exploring and investigating their environment as they find out how things grow as they water the flowers and watch the beans grow in the outdoor area. They learn about technology and how things work as they play with hairdryers in the home corner and use tape recorders and headphones. Children develop an understanding of the lives of others as they talk about their homes and how their babies are too small to come to nursery.

Children are offered sufficient physical challenge in the outdoor area as they use obstacle courses, wheeled toys and slides. They develop their large muscle movements as they jump and climb. They are developing their small muscle control as they cut paper and craft materials during creative play.

Helping children make a positive contribution

The provision is good.

Children are happy in the nursery as their individual needs are being met. They are able to pursue interests at their own pace. Children enjoy taking time to watch and talk to the goldfish and relax under the tree looking at books. Children are developing an understanding of the world in which they live as they recognise different festivals and beliefs. For example Easter, Ramadan and the Persian celebration Norooz. This fosters children's spiritual, moral, social and cultural development. Children can access a range of toys and resources which positively reflect diversity, such as, dolls, dressing up clothes, books and puzzles.

Children are valued and their individual needs are being met as staff know children well and are able to identify any area where children need support. Children with English as an additional language are supported by staff recognising key words in different languages, signs, welcome posters and dual language books. Staff have a positive attitude towards inclusion and have systems in place for supporting children, when identifying any individual needs.

Children behave well as staff are calm and polite and act as positive role models for the children. They are able to learn boundaries as staff use a range of appropriate behaviour management strategies. Children are confident and developing self-esteem as staff praise and encourage children during their daily activities. They are kind and considerate towards each other as they play harmoniously and learn to take turns.

Partnership with parents and carers is good. Parents and carers receive an information pack about the nursery and the service it provides. They are kept informed about the nursery through daily discussions, notice board and letters. Parents have access to policies and procedures, including details if they wish to make a complaint. Parents of younger children are given details of the Birth to three matters framework. Staff share information kept on children's individual profile folders and parents can take home pictures their children have made.

Partnership with parents and carers of children who receive nursery education is good. They receive information about the educational programme and are able to meet informally and formally to discuss children's progress. However, there are limited methods used to encourage

parents to extend children's learning at home. Individual profiles are kept on each child and shared with parents and carers, this helps highlight children's progress and achievements.

Organisation

The organisation is good.

The leadership and management of the nursery are good. The manager, deputy and staff are committed to providing a secure environment and implementing the educational programme. This helps the setting run smoothly and provides a welcoming and stimulating environment for children. The staff are able to attend training and take lead roles in certain areas of interest. For example, equal opportunities and health and safety. Systems are in place for communicating with staff, such as appraisals, supervision and team meetings. However, these are sometimes sporadic and do not always identify staff ideas in developing the service.

The staff team are involved in planning and are able to have non contact time for writing up observations made and completing child profiles. They have a good knowledge and understanding of the educational programmes and understand how children learn. Managers are able to monitor the quality of teaching through observation of staff and checking children's profile folders, which staff complete. This helps ensure children are making good progress in their development. Clear procedures are in place for recruitment, induction and managing staff conduct, which helps protect children.

The nursery is well organised to ensure children have opportunities to develop. Children are making good progress in all areas of learning. However, these would be strengthened by providing more opportunities for children to write spontaneously. Children are very well supported in daily activities as there are good adult to child ratios and staff are well deployed within the setting. Children are well supervised and kept secure as they are not left unsupervised with any person who is not fully vetted.

Children's welfare is safeguarded as the required policies, procedures and documents are in place. The documentation is regularly reviewed and the setting records how they meet each of the National standards. The paperwork is kept up to date and most documents are available for inspection. However, information regarding staff and suitability is held centrally and these details are not readily available for inspection. The manager is aware of her responsibilities regarding reporting any significant events and stores information safely to maintain confidentiality. The setting is meeting the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was judged to be satisfactory. The nursery was asked to review evacuation and complaints procedure and identify a named person for behaviour management issues. In addition they were asked to review how children are organised at routine times to meet individual needs of the children.

The nursery has a named person for behaviour management issues and has clear evacuation procedures and a complaints procedure for parents which includes the necessary contact details. This helps to ensure children are safe guarded. The staff are well deployed in the setting and good adult to child ratios helps to ensure children are fully supported during routine activities.

At the last Nursery education inspection the nursery was judged as satisfactory. The setting was required to ensure staff develop a secure knowledge of the education programme, stepping

stones and monitoring and evaluation of the programme. They were also asked to plan effective staff deployment to support children's learning and organise resources to encourage children to make choices, explore and develop their independence.

The staff have gained a good understanding of the education programme and different areas of learning. Staff observe and record children's progress to help identify the next steps in learning. The nursery plans and evaluates activities on offer. This helps ensure children are able to make progress in all areas of learning.

Staff are well deployed within the setting and resources are stored at a low level to ensure children can make independent choices from the available resources.

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):

- ensure all documentation is accessible and available for inspection

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):

- extend opportunities for children to spontaneously mark make during daily activities
- strengthen systems for developing and supporting staff
- develop opportunities for parents to be involved 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