

# Kensal Green Under Fives' Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	137814
<b>Inspection date</b>	15 June 2007
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<b>Registered person</b>	KENSAL GREEN UNDER FIVES' GROUP
<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?

Kensal Green Under Fives Group is managed by a voluntary management committee, made up of parents of children at the nursery. It opened in 1981 and operates from three rooms in a terraced house in Kensal Green in the London borough of Brent.

A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged two to under five years on roll. Of these 16 children receive funding for nursery education. Children attend from the local and wider community. The nursery currently supports a number of children with learning difficulties or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs seven staff, all staff hold appropriate early years qualifications. The staff receive support from an advisory teacher from Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are welcome into a warm and clean nursery. There are effective procedures in place to ensure that the nursery is kept clean. During the day children are encouraged to wash their hands after different activities. However, not all children are encouraged to wash their hands before snacks. Therefore, their personal hygiene is not always maintained. Children are also learning the importance of maintaining healthy teeth through discussion about why they need to keep their teeth clean. All relevant policies and procedures are in place for medication administration and accidents. Children receive suitable first aid treatment in the event of an accident as staff hold valid first aid certificates. Children do not attend if they are sick or infectious as clear information is shared with parents to help prevent the spread of infections.

Children benefit from healthy and nutritious meals, where their individual dietary needs are taken into account as these are discussed with parents. They follow healthy eating regimes and also discuss with staff what food is good for them. Also, children enjoy planting and caring for vegetables in the garden. They watch the vegetables grow and then have a great time making vegetable soup for their tea. At meal times children and staff sit together in small groups which creates a relaxed and social atmosphere and promotes children's social skills. Children are relaxed and eat at their own pace. Drinking water is always available to them and older children are able to pour themselves a drink when they are thirsty. Younger children are regularly offered drinks to ensure none remain thirsty.

Children have daily opportunities for fresh air and exercise. They are encouraged to go out in suitable types of weather, as long as they are dressed appropriately. For example, children have their own Wellington boots in the nursery which enables them to splash around in the puddles. They participate in suitable physical activities organised for them to increase their coordination and strengthen their gross motor skills. They have good opportunities to climb and balance. Children are developing their hand and eye coordination as they use a wide range of tools, for example, scissors, pencils and rolling pins with great control.

Staff follow the Birth to three matters framework to promote younger children's health and their understanding of the importance of being healthy. For example, younger children have the opportunity to develop control over their bodies; they are learning how to climb and jump by using the climbing apparatus in the garden with great fun and excitement.

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

The provision is good.

Children are made to feel very welcome in this child-friendly environment as they are welcomed enthusiastically by staff as they arrive at the nursery. Also the range of posters, children's photographs and their art work displayed around the walls help to make the environment welcoming for children and parents. Children are cared for in a suitably organised environment, as the arrangement of the resources and equipment means that children can move around safely and freely. They are able to help themselves to play equipment from low storage and use play materials at tables, easels and on the floor safely. Their safety is optimized through staff ensuring they access toys and equipment that is safe, in good condition and are regularly checked.

Children are cared for in a safe and secure environment. There are effective security procedures in place such as the door when opened making a bussing sound which helps to ensure that the premises are secure. Also, staff ensure that anyone wishing to gain entry is suitably identified before gaining access. All visitors must sign the visitors log book. Staff are well deployed supervising and interacting with the children at all times. Staff complete daily checks on the premises before the children arrive. A written risk assessment of the premises is in place. However, the assessment lacks the necessary details, which would further promote children's safety. An outing's policy is in place. The manager and staff are fully aware of the procedures to follow on outings to help keep children safe. However, written risk assessments have not been completed for outings, which would enhance children's safety. Priority is also given to fire safety. For example, there is an emergency escape plan which has been practiced with the children for their safety and wellbeing. Children are learning about keeping themselves safe and are encouraged to play an active role in their own safety. For example, older children are aware that they need to tell an adult when they leave the room to go to the toilet. They learn about why it is important to hold on to the hand rail when they go up and down the stairs and do so competently.

Children's welfare is safeguarded as the staff know what steps to take if they had concerns about a child. They know how to recognise possible indicators of abuse and understand the importance of recording and reporting concerns. Staff receive regular training to update their knowledge and there is a child protection policy in place, which further safeguards children's welfare.

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

The provision is good.

Children settle very well and are at ease in the company of the staff. They are eager to attend and relish their time in the nursery which puts children first. Children are happy and content playing either by themselves, alongside their peers or with staff. The interaction between the children and staff is positive and meaningful. Children are confident to approach staff for support and are able to express their needs or concerns without any hesitation. Staff lead by example and communicate with children in a gentle and caring manner. As a result, children are beginning to form caring and gentler attitudes towards their peers and the environment.

The younger children's care and wellbeing is promoted as the staff have a good understanding of how to meet their needs. The Birth to three matters framework to support children's learning in their earliest years is well understood by staff. They have worked well to plan a variety of stimulating and fun activities to encourage younger children's all-round development. Staff have implemented a very effective system to record children's development in line with the Birth to three matters framework. The records include observations on the children and their achievements.

Younger children are familiar with the staff and the routines that are in place and this helps them to feel secure and confident. Their emotional wellbeing is promoted as they seek out staff for cuddles and support. They make decisions about what they would like to do next because staff are keen to follow the children's lead and the environment and resources are organised well to support this. Younger children are participating in activities which are appropriate for their age and stage of development. For example, they have a great time playing with the sand and water play, interactive toys, puzzles and books. They are becoming skilful communicators as they learn new vocabulary and use descriptive languages to express their feelings. They laugh and have fun as they energetically join in action songs and enjoy singing

with their peers. They enjoy story times and looking at books, as they listen attentively and with enjoyment to the stories being read.

## Nursery education

The quality of teaching and learning is good. Children are progressing well because of the staff's knowledge of how children learn through play. Staff are enthusiastic and they plan a well balanced curriculum which is linked to the stepping stones of the early learning goals. Children have daily access to the garden, where a good range of activities is provided. However, the activities provided are not always reflected in the planning and used to help extend children's learning. Staff have effectively organised children's development records which includes observations on the children, pieces of work and photographs of children involved in activities and give a clear picture of children's attainment. There is a good balance of adult-led and child-initiated activities which maintains children's interest throughout the day. Staff use positive teaching methods such as open ended questioning to encourage children to think and to widen their vocabulary. Children are making good progress in all six areas of learning.

Children are confident to approach staff for support. They are at ease when speaking in familiar groups and they initiate conversations with adults and each other. Children are eager to talk about themselves, their families and homes. They have a good understanding of the boundaries and behavioural expectations of the nursery. Firm relationships are being established as they learn to share and take turns with their peers. There are good opportunities to strengthen self help skills and foster children's independence effectively during play. This is because the environment is carefully planned to promote informed choices and enable children to use their own initiative.

Children enjoy looking at books and listen attentively to well read stories. They are developing a good understanding of letter names and sounds. Children are keen to practise their early writing skills and they have good opportunities to write spontaneously at the writing table. Children learn to count through a range of practical activities and some can count accurately up to 10 and beyond. They are also beginning to explore simple addition and subtraction through practical activities, number rhymes and songs. Children are learning about shape and space as they fit puzzles together and construct models with different construction. They show great excitement as they discover that you need four wheels instead of two wheels on the car to make the car balance.

They are learning about the natural world, many can name and talk about different vegetables that they have planted in the garden. Staff help children to notice changes and to speculate why things happen as they look at the tomato plants that they have planted in the garden. Children begin to learn about living things, for example, they look at the snail in the garden and chat with staff about the snail living in his shell. They are increasing their knowledge and understanding of technology as they use telephones and microphones. Children have good opportunities to develop their imagination. They have access to a home corner area and the role-play area is set up throughout the year with varied topics. Children have good access to a range of art activities which enables them to express their own ideas and creativity. They are able to explore colour, shape and space as they paint and stick with various materials. They also enjoy squeezing and rolling play dough into balls and delight as they make chapattis with the staff. Children enjoy singing a range of songs from memory and actively take part in singing.

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

The provision is good.

Children are cared for by staff that have a good understanding of children's individual needs. As they work very closely with parents, to meet the needs of all children. Their individual needs are recorded and respected by all staff, meaning their welfare is promoted. Children enjoy being with familiar and trusted adults, who act as good role models, as they have respect for the children and each other. They are developing a positive self-image as staff offer praise and encouragement, for example, when they are well behaved and achieve new tasks. Children have access to a range of resources to promote a positive view of the wider world such as dolls, books and dressing up clothes. They learn about festivals and traditions celebrated in the local and wider community as they acknowledge different festivals. Parents are also invited into the nursery to talk about their different cultural practices and how they write words in other languages. Therefore, children's social, moral, spiritual and cultural development is fostered.

All children are treated with equal concern. Young children are developing confidence as they receive positive attention to encourage them to communicate and they have warm and secure relationships with their key workers. Children with learning difficulties or disabilities are fully supported in the nursery. Staff work closely with parents and other agencies to enable them to make appropriate progress. Children with English as an additional language settle well because staff ensure that they find out some basic words in the children's home language. Two staff are also bilingual which helps towards children settling into the nursery.

Partnership with parents and carers in relation to nursery education is good. Information is available to parents about the early learning goals. There are good systems in place to ensure parents are kept well informed of the progress their child is making. Through regular meetings and daily discussions with staff, parents receive regular feedback about their child's progress. Parents also have good opportunities to be involved with their children's learning as they are invited to participate in parents meetings about different aspects of the curriculum. The open-door policy also helps to maintain solid links between the nursery and home.

Children benefit from the friendly interaction between staff and parents. Detailed information about the nursery and the service it provides is available for parents, they are informed of the nursery's policies and procedures. Parents of the younger children receive good information about their children's progress. Staff prepare detailed books showing photographs of activities that children take part in and how it relates to Birth to three matters. The nursery actively encourages feedback from parents through regular questionnaires. All comments are taken seriously and acted upon appropriately. Parents receive regular news letters and are invited to social events, such as quiz nights and barbeques. The management and staff recognise the value and importance of fully including the parents in all aspects of nursery life as it is integral to the wellbeing of the children in their care.

Parents spoken to on the day of the inspection are very happy with the care, education and the progress their children are making. They are overjoyed about the care that is offered to their children. They say that the staff are dramatic and enthusiastic. They know the children and their families well as they have been at the nursery a long time and it is home from home for their children. The staff are very good, helpful and keen to learn about each child. They also have time for the parents and are willing to give any help and support when needed regarding the care of their children.

## **Organisation**

The organisation is good.

Leadership and management for nursery education is good. The manager has a good understanding of the Foundation Stage curriculum and support staff to implement this effectively within the setting. The manager monitors the quality of teaching through observing staff, one-to-one meetings and staff appraisals. The manager and deputy work very well together and are clear on their role and responsibilities. There is a strong commitment to providing good quality care and education for children; these aims are clearly understood by staff. The manager is keen to develop the service offered and actively encourage staff to access training through the local authority and in-house training to increase and update their childcare knowledge. Continuous improvements are made to the nursery. This is reflected in good practice which results in the children being very happy and contented in the nursery.

The nursery is well organised and good communications mean that routines and practices flow smoothly. However, systems for hand washing at snack time needs to be addressed. The staff team are clear about their roles and responsibilities and work closely to meet the individual needs of children. They use their initiative and there is strong commitment to ensuring children receive good learning opportunities. As a result, children benefit immensely from the good team work. Staff are highly motivated and enthusiastic. They work well together to deliver a stimulating and fun experience for children. Staff have worked very effectively to implement systems to record children's development and learning for the Birth to three matters and the Foundation Stage. Children's care and learning is enhanced by the effective deployment of staff because the manager maintains the child staff ratios which help to ensure children's wellbeing. This ensures that all children are secure and engaged in activities.

Most of the required records and documentation are in place to ensure the smooth day-to-day running of the nursery. Although, risk assessment for the premises and outings need to be reviewed and the planning for funded children's outdoor activities needs to be refined. Children's welfare is safeguarded as recruitment procedures are in place to ensure all staff are suitable to work with children. The procedures are currently being updated in line with changes in the National Standards. Children's individual records are maintained and shared with parents, which ensures the appropriate care is provided. Children and staff benefit from the very positive working relationship between parents and staff. The staff are very kind and caring and consequently, children are happy in the nursery. The setting is meeting the needs of all the children for whom it provides care.

## **Improvements since the last inspection**

At the last care inspection the manager agreed to review the organisation of bathroom and lunchtime routines to provide a richer experience for children and the provision of resources to positively reflect people with a disability. The arrangements for bathroom and lunchtime routines have been reorganised, which helps towards providing a positive experience for children. There is a selection of resources that reflect people with disability which helps extend children's learning of others.

At the last nursery education inspection the manager agreed to review the organisation of story times; further support for staff, in planning and evaluating the educational programme, in order to consider children's achievements and areas of development; improve opportunities for parents to become involved in the assessment process, so that their observation of their children's learning at home forms part of this process. The staff have reorganised story time;

developed the planning, evaluating and the recording of children's achievements. They have improved opportunities for parents to become involved in the assessment process. All of which supports and develops children's learning.

### **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 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):

- encourage children's hygiene practises
- ensure that risk assessments of the premises includes action to be taken to minimise identified risks and complete written risk assessments for outings.

#### **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):

- develop the planning for children's outdoor play and use to extend children's learning through the stepping stones towards the Foundation stage of 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](http://www.ofsted.gov.uk)