

# Chaston Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	100543
<b>Inspection date</b>	17 March 2008
<b>Inspector</b>	Katie Dempster
<b>Setting Address</b>	30-31 Palmerston Road, London, NW6 2JL
<b>Telephone number</b>	020 7372 2120
<b>E-mail</b>	<a href="mailto:info@chastonnurserycompletely.co.uk">info@chastonnurserycompletely.co.uk</a>
<b>Registered person</b>	Chaston Nursery and Pre-Preparatory School 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?

Chaston Nursery is situated near Grange Park, close to public transport and amenities.

The nursery is privately owned, and serves the local and wider community; there are 40 children on roll aged three months to five years, providing full and part-time places, operating between the hours of 08:00 to 18:00 hrs. This includes four funded three year old children. The setting can support children with special needs and who speak English as an additional language. The vast majority of staff have Early Years qualifications.

The purpose-built premises comprise entrance hall, baby room for children aged three to 16 months, middle room for children aged 16 months to two years and large playroom for the over two year olds. There is a large outside area which is fully enclosed. Access for wheelchair users is available.

There are 12 members of staff including the manager and deputy. The nursery actively promotes staff's personal and professional development through training.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The good health of the children is well promoted within the nursery. Staff actively promote children's health and welfare, taking positive steps to prevent the spread of infection. For example, a thorough daily cleaning routine is in place which includes toilet, kitchen, nappy changing and play areas.

Good policies and procedures are in place for the administration of medication, for example, two staff members are required to sign the medication form in acknowledgement of the medication being administered. All staff have first aid training and fully stocked first aid boxes are located around the setting. This ensures children receive prompt and effective care in the event of an injury. Children are learning to take responsibility for their good personal hygiene. They wash their hands as part of their daily routine, ensuring they rub the soap in well. They also clean their teeth after meal times, a process they enjoy as staff sing songs about brushing their teeth.

Children have good opportunities to engage in activities which help develop their physical skills. Children are developing control over their bodies as they jump, climb, balance and crawl. Staff provide activities for children to increase their awareness of space as they steer wheeled toys around cones in the outside area. There are many opportunities for children to develop their fine motor skills, such as activities on the manipulation board including cogs, pulleys, and twisting parts. Children learn about healthy choices as they talk about fruit giving them energy to play and run around.

Children are enjoying a well-prepared, healthy and nutritious diet. Meals and snacks include porridge, fruits, sandwiches and pasta dishes. Staff take time to talk to children about how some people can't eat certain foods. They explain that if they eat these foods they might get a sore tummy and that this is called an allergy. Water is available throughout the session that children can access independently when they are thirsty. Snack and lunch times are relaxed and sociable as staff sit with children and chat about their morning.

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

The provision is satisfactory.

Children are cared for in a warm and clean environment. The organisation of space allows children to move around freely and comfortably. The rooms are organised for the varying ages of the children with separate areas for the babies aged three to 16 months, the teddies room for children aged 16 months to two years and the main room for over two's. An appropriate range of furniture, toys and equipment is available, which is well maintained through the policy in place that requires staff to check equipment and resources on a daily basis. Low level storage means children can access resources independently, creating opportunities for children to make free choices and lead their own play.

The premises are secure as visitors must buzz in and identify themselves before being allowed entry. Safety precautions including radiator guards and safety gates have been installed around the setting and fire safety has been addressed. The evacuation procedure is practised with the children every three months and a written fire evacuation procedure is given to parents. However

this is not on display for all other visitors to the nursery to refer to in order to familiarise themselves with fire exits and escape routes.

Staff have a suitable knowledge and understanding regarding child protection issues and the possible signs of abuse and neglect. They know the procedures they must follow should they have a concern about a child, and the necessary documentation is in place to support their practice.

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

The provision is good.

All children are making good progress in their development. Younger children benefit from staff's good knowledge and understanding of the Birth to three matters framework, which is implemented effectively within the setting. Children's key workers make observations of children at play and use this information to identify challenges for children which are then linked to their individual plans.

Babies respond to their emotions and find ways to communicate, using words they have a connection with, for example, at lunch time one younger child repeats, 'more, more, more', and staff recognise this request. Babies enjoy a game of peek-a-boo with staff, they giggle and squeal with enjoyment. Younger children learn about their senses as they experiment and explore play dough that has a citrus smell to it. Staff encourage children to smell, touch and roll the play dough. Staff know their key children well. For example, the different ways children express their feelings.

### **Nursery education**

The quality of teaching and learning is good. Staff have good knowledge and understanding of the Foundation Stage of learning. This gives children access to a well-balanced curriculum which is linked to the six areas of learning. The key work system in place allows staff to identify children's progress and plan the next steps of their individual learning. Staff make good use of the resources which are presented in a way which enables children to make choices and to access them independently. Staff use effective teaching methods to help the children make good progress, for example, demonstrating new tasks and open-ended questioning. Some staff lack interaction skills and during some activities, miss opportunities for informal learning.

Children are making good progress in their personal, social and emotional development. They are able to sit and concentrate when required, for example, at circle time, children practise for their concert performance as they wait to say their lines. They are making friendships with one another as they choose who they wish to sit next to or play with. Children are developing their number and problem solving skills and are starting to use mathematical language. Staff encourage children to think about numbers during activities, for example, asking them how many different colours they have used on their drawing. Children are exploring volume with water and sand play as they fill up their buckets and empty them again. Resources including clocks, dice, puzzles and abacuses further support children's mathematical play.

Children are developing their communication, language and literacy skills as they chat to each other during their play and negotiate roles. For example, in the home corner playing doctors, one child says, 'Let me look in your ears', as she holds up an otoscope. Children are able to remember words from songs and nursery rhymes, they enjoy singing and acting out the movements. There are many opportunities for children to recognise letters and words in the

environment. They have individual coat hooks with their names above them and there are many posters around the room displaying photographs of them and their names, further enabling them to link themselves, and others, to their names.

Children are exploring and investigating their environment and are developing a good understanding of the world in which they live. Real life experiences such as visits from the local fire brigade support children's learning. Computer activities requiring parts of a story to be put into sequence, are thoroughly enjoyed by the children. Children chat amongst themselves whilst playing with the dinosaurs and wild animals, one child says to another, 'This elephant is from Kenya'. They are learning about the world around them which is supported by good quality toys and resources. Activities such as collage and painting with their feet and hands allow children to be creative and explore colours and shapes. Children enjoy making up their stories and acting out imaginary scenes, two children enjoy washing their dolls in the water tray. One child says to her doll, 'I'm going to put you straight to bed'.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and have good levels of self-esteem as they are keen to show off their work. Children confidently express their opinions which are supported by staff who acknowledge their views. Children are learning about the world in which they live and the beliefs of other people. They celebrate St. Patrick's day and talk about the stories behind the celebrations while making Irish flags. Children enjoy learning about other countries and their languages, they take part in an international evening where they perform songs from different countries. Children's individual needs are met within the nursery. Parents are consulted on the best way to settle children into the nursery routine to ensure a smooth transition.

Policies and procedures are in place to offer children with special educational needs and disabilities good support within the nursery. The named Special Educational Needs Coordinator (SENCO) at the setting has attended relevant training and both managers and staff place high importance on meeting children's individual needs. The policy outlines the importance of working closely with professionals, specialist training of staff and the necessity to work with parents to set small targets for children.

The nursery's behaviour management policy indicates a strategy of avoiding giving attention to children's negative behaviour, rather to praise and encourage children, in order to reinforce their positive behaviour. Not all staff implement this strategy. Opportunities to praise and support children during activities are often missed, meaning children's behaviour is not managed effectively.

Partnership with parents and carers is good. Parents are encouraged to be involved with their children's learning experiences. They provide resources for specific activities and attend festival celebrations. Parents receive information about the Foundation Stage when they join the setting and the way it is implemented within the nursery. Half yearly parents evenings provide opportunities for parents and staff to discuss their children's areas of learning and go through their progress reports. Key workers use observations and ongoing notes about the children to write reports, which outline children's progress towards the early learning goals. Information is broken down and can be easily understood by parents in order for them to appreciate and understand their children's progress.

## **Organisation**

The organisation is good.

Children are happy, confident and secure in the well organised environment. Staff have a good combined knowledge and understanding of caring for children, and they are keen and motivated, acting as good role models for the children and each other. An effective partnership with parents has been established which is highly beneficial to children. Recruitment procedures and the staff induction policy mean staff are suitably qualified for their post. Detailed policies and procedures are in place for the efficient and safe management of the setting, which promotes the care, learning and welfare of the children.

Leadership and management for nursery education is good. Managers have a clear vision for the nursery and are committed to improving and developing. Managers ensure staff are clear about their role and responsibilities through job profiles which are revisited at staff appraisal meetings. There is a strong emphasis on staff development, training needs are identified and staff regularly attend training through the Local Authority and in-house with the nursery's trainers. Managers monitor the quality of teaching through feedback from supervisors and discussions at appraisal meetings.

Staff have designated roles such as Special Educational Needs Co-ordinator and fire safety co-ordinator. Good communication systems are in place such as staff meetings where they discuss nursery matters together and review future progress. Staff feel valued and supported, they work well as a team and are passionate about the care of the children.

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

## **Improvements since the last inspection**

At the last inspection three recommendations were made relating to the premises and safety of the outside area, the complaints procedure and staff's knowledge of caring for children with special educational needs and disabilities.

Since the last inspection, the setting has undergone some structural work including an extension and new brick exterior. The building now offers warmth or cool temperatures where necessary, in order for children to play, and staff to work comfortably. The outside area is fully enclosed and a new security system with key pad entry has been installed, meaning children can play independently in a safe a secure environment

The nursery's complaints procedure is given to parents as part of the induction, along with the other policies and procedures the nursery practises. This enables parents to express concerns to Ofsted, meaning the provider can identify and address any weaknesses.

Some staff have received training in caring for children with special educational needs and disabilities. Although there are currently no children attending with any disabilities, staff are aware of the nursery's policy which outlines the importance of working in partnership with other professions, liaising with relevant agencies and the sharing of information with parents. Staff are also aware of the practices of the setting's partner nursery, who have much experience in caring for children with a range of learning needs and disabilities.

## 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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## 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 the fire evacuation procedure is on display for parents and visitors to setting to refer to
- review the way the behaviour management policy is implemented by all staff.

### 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 children face challenge through effective questioning by staff who optimise all informal learning opportunities and interactions with children.

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)