

# Abbots Manor Community Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	135008
<b>Inspection date</b>	11 March 2008
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<b>Registered person</b>	Westminster Childrens Society
<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 outstanding.

### WHAT SORT OF SETTING IS IT?

Abbots Manor Community Childcare Centre opened in 1981. It is one of 14 settings managed by Westminster Children's Society, a voluntary organisation, and operates from portacabins on large main inner city housing estate in the London borough of Westminster. The nursery has access to one room divided into curriculum areas and one other room for art and craft activities. There is access to a kitchen area, toilets, office and an enclosed outdoor play area with a safety surface. The nursery opens five days a week all year round from 08.15 to 17.45 and sessions operate from 09:00 to 12.00 and 13.00 to 16.00.

A maximum of 25 children may attend the nursery at any one time. There are currently 26 children aged from two to under five years on roll. Of these seven receive funding for nursery education. The nursery currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs five members of staff. Of these four hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children thrive because staff use very effective procedures and practices to meet children's physical, nutritional and health needs. Children gain an excellent understanding of hygiene as staff explain to them the reasons why they need to wash their hands in simple terms and photos of hand washing routines aid this. Children rigorously wash their hands using bars of soap and dry them on paper towels before meals and after using the toilet. Children's health is promoted as the cleanliness of the whole of the premises is well maintained. The children are well protected from the risk of infection as staff use effective nappy changing procedures.

Children bring in their own packed lunch which is stored appropriately. Meal times are a most pleasurable experience for children. Their meals are put on plates, presented in an attractive manner and set out on tables at which children sit in small groups and enjoy having discussions between themselves and staff. The nursery provides very nutritious snacks for children such as fruit, bread sticks and cheese. Children also learn about the different tastes and textures of fruit and why they are good for them, through well planned adult led activities. This helps them develop healthy eating habits from a young age. Children are aware of their own bodily needs as they independently help themselves to water from a dispenser.

Children's health and welfare are very well safeguarded because all staff have attended first aid training and the first aid box is well stocked and easily available. Small first aid bags are also taken out on outings. This means staff are able to attend to minor injuries immediately. Accidents are carefully logged and parents fully informed of these as they are given a copy of the report. Medication given is always recorded and countersigned by the parents to prevent an overdose happening. Children who have infectious illnesses do not attend the nursery, thus preventing the spread of contagious ailments.

Children have excellent opportunities to develop their physical fitness and promote their co-ordination. They benefit from fresh air on a daily basis, as they have great fun playing in the garden. They enthusiastically manoeuvre bikes, scooters and wheeled toys, showing a very good awareness of space and safety. Children's physical skills are further challenged as they visit parks to experience large play equipment. They develop balancing skills as they regularly access the climbing frame and crawl through tunnels. Their hand and eye co-ordination is encouraged as they play with sand and water, build with construction resources, and use paint brushes and scissors. All children participate in music and movement activities that encourage them to move their bodies in a variety of ways.

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

The provision is good.

The premises offer children a very welcoming child centred environment in which posters, photos and their art work are very attractively displayed. The layout of the main playroom is organised extremely well which allows children to move around safely, freely and independently. There is a vast selection of good quality toys, which are well maintained and stored in boxes and storage units which are clearly labelled with pictures and the written name of the item inside them. This means children are always able to independently choose what they want to play with and are actively encouraged to by staff.

Children play in safe environment in which risks of accidental injury to children are minimised because regular risk assessments take place to reduce any potential hazards. Good security systems are in place when children play inside the premises, as staff answer the door and identify visitors and parents prior to entering. Staff ensure the entrance gate is shut before children play out in the garden area, however, it is not fully secured allowing visitors to enter whilst they are playing. Staff are employed very effectively ensuring that children are supervised both inside and outside of the premises at all times. There are clear procedures for outings to safeguard children, which include risk assessments of the place they are visiting and of roads and the transport being used. Fire fighting equipment is in place and the exit doors are clearly signed and kept clear. Children and staff practise the fire evacuation procedures on a regular basis, which ensures that everyone learns what to do in the event of an emergency. Staff help children to understand how to keep themselves safe, by simple explanations, such as the reason why they must not run indoors is that they might fall and hurt themselves.

Children are well protected because there are excellent child protection procedures and documentation to record concerns. Staff have a good understanding of how to proceed if they have concerns about a child.

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

The provision is outstanding.

Children are warmly greeted by staff with a smile and positive comments. This helps them feel welcome and helps them to quickly settle and choose the activities and toys they would like to play with. They love playing at the sand and particularly enjoy the large indoor sand pit built for them. They begin to learn about volume and capacity as they busily fill a wide range of containers with sand and water.

Children have lots of opportunities to explore and communicate through their senses. For example, planned craft activities are organised so that they can experience texture and feel the resources they are handling. They relish in the activity which involves feeling cornflour when it is dry and are fascinated as it changes form when water is added.

The garden is used as an integral part of the children's day, which they greatly enjoy. They watch in wonder as new scooters are unpacked and put together. They really get great pleasure from playing imaginative games in the small den and discovering the different sounds the different cook wear hanging up makes in the wind. During the autumn they thoroughly enjoy walking through and helping to sweep up the leaves.

Staff have a very good awareness of the 'Birth to three matters' framework and the experiences and activities that younger children need. This has a very positive impact on the children's development and all aspects of their learning.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children are making very good progress towards the early learning goals of the Foundation Stage because staff have a thorough understanding of them. Children are captivated and inspired by the extensive range of stimulating activities and resources provided by staff. Right from the start staff find out about children's skills, interests and needs from the parents and their own observations. They then use this information as a starting point to very effectively help children of all abilities to achieve their full potential. Staff are perceptive to children's interests during self-initiated play and are

exceptionally skilful in the way they adapt discussions and their questioning techniques to ensure children's thinking and learning is fully challenged. Staff use highly effective systems to observe children and to plan many rich, varied and exciting experiences to help take them take next step in their learning.

Children thoroughly enjoy their time at the nursery which is extremely well organised into different areas of learning and play. They show very high levels of independence, as the exceptionally good layout of the resources and planned activities actively encourages children to experiment and develop their own interests and curiosity. They concentrate extremely well at their chosen activity and move confidently between the different areas of learning. Children use their imagination very well on first hand experiences in the extremely well resourced role play area, as they pretend to make birthday cakes and sing happy birthday to each other and go shopping on the bus. Their imaginative skills are very well supported by staff who join in with the children's play scenarios and this contributes greatly to their enjoyment.

The inviting writing area is extremely popular with the children, who spend a long time drawing and mark making to represent their ideas. More able children are able to hold a pencil correctly and form recognisable letters in their name. There is a wealth of print displayed around the nursery and many children are able to recognise and link the sounds of letters which are used in their own and their immediate family's names. This shows that children understand that print has meaning. Children are captivated by stories read to children by staff using props. They are keen to discuss and answer questions about the story and they learn that magnifying glasses aid them to look at tiny print. Children enjoy looking at books in the well resourced and comfortable book area.

Children are developing very good self help skills. They are extremely keen to put on their coats and do the zips up without any adult help. They are encouraged to pour their own drinks at snack times and some children have become very skilful at this. Children's relationships with their peers are developing well very due to the emphasis staff put on encouraging them to take turns and be caring to each other. Children help others find toys they want to play with and help them use the dressing up clothes. Staff promote the use of please and thank-you during the day, which helps children learn to be polite.

Children have many superb opportunities to use information technology. They soon master skills of clicking and dragging the mouse in response to educational programmes. Children also explore how programmable toys work, such as remote control toys, tape recorders and metal detectors.

Children's creativity is extremely well promoted through art and craft work, as well as movement through music. Children sing with great gusto and dance with expression as they pretend to be monkeys and march around the room. There are lots of opportunities to learn about living things. They pick up and explore real snails and watch caterpillars develop into butterflies. This helps them to truly understand the wonderment of nature. They learn about time as they sow vegetable seeds, water them and watch them grow.

Staff use opportunities during everyday routines to develop children's spontaneity and confidence with numbers, such as counting the number of children present at snack time. Children use problem solving skills as they complete puzzles, match shapes, construct train tracks and discuss size. They actively use mathematical language, such as 'long' and 'short', when talking about and measuring models they have made and are very keen to count and

name colours. Many children are confident in counting and recognising numbers up to 10 in familiar a context.

There are occasions during the day when staff work with small groups of children in extremely well planned focussed sessions which enable children to further develop turn taking skills, their concentration, confidence and language development. For example, they plan fun games such as putting their hand in a bag and taking out a picture then describing it to the group and build models with Duplo then talk about what they have made. These sessions are evaluated and adapted to children's learning abilities.

Staff provide children with many excellent opportunities to enhance their knowledge of people who help us and the local community. Children enjoy visits from the fire brigade and both community and horse mounted police officers. The staff provide a varied and exciting curriculum which ensures children remain enthusiastic and eager to learn. For example, they plan very meaningful outings, which help the children to gain a much greater understanding of the topic area, to places they may not have visited before, for example, the Natural History Museum, the zoo, city farms and the London Aquarium. Some children also visit a farm in the country, where they are able to feed animals, dig up vegetables, go for lovely walks in the woods and experience the seaside at the same time.

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

The provision is outstanding.

Children have extensive opportunities to learn about the world around them through regular visitors to the nursery and outings within both the local community and other parts of the country. They visit places of interest in London, using public transport and go on wonderful trips to other parts of the country. There is an excellent range of play resources and books which promote positive images of race, culture and ability and these are integrated into every day play. This fully encourages children to value differences and similarities.

Staff are totally committed to providing a fully inclusive environment in which they value and respect the individuality of each child that attends the nursery. Children with learning difficulties and or disabilities are exceptionally well supported, often by a one to one worker. Each child's individual education plan is evaluated and monitored to ensure targets are met and they continually make excellent progress. The special educational needs co-ordinator has very wide experience in this area and ensures that professionals' programmes, such as those of physiotherapists and speech therapists, are carried out as part of the child's daily routine and play activities. Children with English as an additional language are assisted by the use of visual aids and the use of Makaton signing and then generally pick up the English language quickly.

Children enjoy taking care of their environment and voluntarily put away resources that they have used. Children really enjoy the 'I spy' game led by a member of staff to look for toys that have been left out after tidy up time and then immerse themselves in putting them away. Children are exceptionally well behaved. They enjoy a stimulating and fun environment, being busy and occupied at all times, which also enhances their positive behaviour. Staff are excellent role models and talk to children in a pleasant manner and offer them constant praise and encouragement. They are very committed in encouraging children's participation rights, so they are able to express their own opinions and their views are taken into account and valued. This gives children a real sense of belonging in the nursery. Children's spiritual, moral, social and cultural development is fostered very well.

Partnership with parents is outstanding. This contributes enormously to the children's well-being in the nursery. Staff see working in partnership with parents as an important part of their role and strive to establish close relationships with them. The excellent levels of communication enable staff and parents to work very closely together to promote children's learning needs and general requirements. Parents are made fully aware of their child's development through discussions, progress reports and the sharing of their profiles, observations and aims for their child's next stage of development. The newsletters and topic information provides parents with ideas on how to extend their child's learning at home. Parents are actively encouraged to be involved in the nursery and are invited on trips, parenting workshops and social occasions. For example, fathers were invited to watch a World Cup football game with their child. Notice boards keep parents informed of the main activities that have taken place each day, staffing and the complaints procedure. Photographs with excellent information about Birth to three matters and the Foundation Stage's six areas of learning show how children learn through very positive play experiences. Staff provide parents, when their child leaves, with books of their child's art work and photographs of them doing activities and observations of their child's progress. This is a really good personal record of their child's development and their time at the nursery. Parents' letters and those spoken to at the time of the inspection show they think extremely highly of the nursery provision.

## **Organisation**

The organisation is outstanding.

Children's care and education is greatly enhanced by the exceptional quality of organisation and the outstanding leadership of the manager. The excellent team work of staff and the organisation of the resources contributes to children having very positive play and exciting learning experiences both inside and outside of the nursery. Children benefit significantly from qualified and skilled staff who are effectively employed to ensure they are extremely well supervised at all times. The excellent key worker system ensures all children receive superb support from a staff team who know them very well, which helps them very feel secure and comfortable within the setting. All areas of the nursery environment are bright and made very welcoming through the displays of posters, children's art work and photographs. Large rugs on the floor mean children can sit and play in comfort.

There are very robust systems in place to recruit and induct new staff which ensures they are suitable to care for children. Children are well protected from adults who have not been vetted, as staff are vigilant about ensuring they are not left unsupervised and records are kept on who is present in the premises at all times. All required documentation is in place and detailed policies are implemented very effectively to promote children's health, safety, welfare and enjoyment.

The leadership and management of nursery education is outstanding. The manager is a very good role model and has an excellent knowledge of the Foundation Stage curriculum. The manager ensures that staff have a very good understanding of how children learn, ensuring they are provided with a vast range of exciting experiences and activities to continually promote their developmental progress. There is an appraisal system in place and staff development is given high priority, as a result staff attend regular training to update their knowledge and skills. The nursery is open plan so the manager is able to monitor teaching through direct observation, activity plans, topics and daily communication with staff. There are regular opportunities for staff to meet together to share ideas and suggestions for planning to enhance the quality of care and education provided for the children. The nursery is currently undertaking a quality

assurance scheme. Yearly improvement plans and results from parents' questionnaires are used to constantly improve the day care service.

Children flourish in this exceptional delightful early years setting, where they are cared for by dedicated staff who thoroughly enjoy being with them and value each child as an individual. The setting meets the needs of the range of children for whom it provides.

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

At the last inspection one recommendation was made for a cupboard door in the kitchen to be replaced. Since the last inspection the kitchen has been fully refurbished which further enhances children's health and safety.

### **Complaints since the last inspection**

Since 1 April 2004 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 outstanding.

### **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 garden gate is made fully secure when children are playing outside

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)