



St.Michaels Nursery

Inspection report for early years provision

Unique Reference Number	137846
Inspection date	27 July 2005
Inspector	Kim Mundy
Setting Address	St.Michaels and All Angels Church, Knatchbull Road, London, NW10 8JX
Telephone number	020 8965 3810 or 8965 7443
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Registered person	St. Clair Grant
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?

St. Michael's Nursery is one of the two nurseries operated by Mr. S. Grant and was registered in 1992. The setting operates from church premises in the London Borough of Brent. It has use of a large hall, kitchen and a smaller play room for pre-school children. There is a fully enclosed garden for outside play and children are regularly taken to the library and local parks.

The setting is registered to care for a maximum of 50 children at any one time. It is

open each weekday from 08:00 to 18:00. Children attend for a variety of sessions. There are currently 50 children from 2-years to under 5-years on roll. Of these, 30 children receive funding for nursery education. The setting supports a number of children who have special educational needs. None of the children currently attending have English as an additional language.

There are 12 members of childcare staff including the manager who work with the children. The manager and staff hold appropriate early years qualifications. The nursery also employs a cook who holds a food and hygiene certificate.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment where they learn of the importance of good hygiene and personal care. They have a clear understanding of why they must wash their hands after using the toilet and before handling food to reduce the risk of cross-infection. Children's well-being is protected as staff have a very secure knowledge of the setting's health and hygiene procedures. Thorough records are kept for medication and accidents. There are four members of staff who are able to administer appropriate first aid treatment.

Children enjoy healthy and well planned meals. For example, tuna pasta, fresh salads, sandwiches and fruits. Fresh drinking water is available at any time. Their individual dietary needs are clearly known and followed by the cook and the rest of the staff team. The staff are re-organising meal times. Children spend considerable time waiting for their meals as they are generally all served at the same time.

Children enjoy daily fresh air and exercise. They actively participate in action rhymes, dance and outdoor play. Children show lots of interest and enthusiasm when they talk about their tomatoes and runner beans which they have grown. They use apparatus such as balls, hoops and bikes with increasing control and enjoy activities in the park where they climb, slide and swing on larger equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a very welcoming environment. Staff greet them and their parents very warmly as they arrive. This ensures children feel secure at the setting. Children's art work, photographs, attractive displays and colourful posters enhance the welcoming atmosphere. The effective organisation of space means that children can move around safely, freely and comfortably. Toys and resources are set up to encourage children to play and develop independence skills as they make choices.

Overall, children are very safe and secure on the premises as positive steps have been taken to minimise possible hazards. For example, toys and resources are checked daily to ensure they remain safe for the children. The kitchen is made

inaccessible by a safety gate and relevant policies and procedures are put into practise by the staff. However, the computer's trailing flexes are accessible to children. The children play an active role in their own safety. For example, they pick up toys off the floor and carry small chairs correctly to ensure prevention of accidents. Children learn about road safety and stranger danger as staff re-enforce these messages on regular outings.

Children are well protected from possible abuse or neglect. Staff have a sound knowledge and understanding of their role and responsibility in child protection.

Helping children achieve well and enjoy what they do

The provision is good.

All children are enjoying their time at the nursery. Young children benefit from staff's knowledge and understanding of the Birth to three matters framework, even though planning is not yet fully implemented. Funded children are making good progress as staff plan effectively for the six areas of learning to deliver a well-balanced curriculum. The key worker system enables staff to monitor the children's progress effectively to help them to move on to the next steps of learning. All children learn at their own pace and the staff have high expectations. As a result, children are able to make good progress in all areas of their development.

Two to three-year-olds are developing confidence and self-esteem. They are actively participating in activities which are appropriate for their age and stage of development. They are finding out about their environment when visiting the clinic and local parks. Children are developing their imagination as they play in the home corner and shop. They have lots of fun, giggle and laugh as they control their bodies when swaying like trees and moving like animals. Children enjoy playing instruments and listening to different types of music. They spend time enjoying quieter activities such as, blowing bubbles. Staff ask lots of open-ended questions to extend their thinking and language and children have good opportunities to join in discussions. For example, they talk about what they did at the weekend. Children enjoy each others company and they begin to play cooperatively together. They 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.

Nursery Education

The quality of teaching and learning is good. Staff show pride in their thorough knowledge and understanding of the early learning goals and they plan an interesting well-balanced curriculum. Teaching methods are sound as staff demonstrate new tasks: skilfully extend children's vocabulary and offer lots of praise and encouragement. Staff make generally good use of time, space and resources. Activities are well-presented and they capture the children's interest. They are age appropriate and provide sufficient challenges for more able children. Children make good progress in their learning while having lots of fun. Staff are very enthusiastic and motivated.

Children are highly motivated to learn and they are actively involved in the exciting activities for example, when making Sunflowers. They are developing their independence as they help to tidy up and choose activities in which to participate. Children are kind and considerate towards each other and they play well together as they share and take turns. Children are developing positive self-images as they explore themes such as, 'My Identity and 'My Body'. They are learning about the world they live in as they celebrate festivals such as, Diwali and Christmas.

Children are very confident speakers and they have learnt to sign as they sing their 'Graduation' song to present to parents. They are developing a wide vocabulary and enjoy practising their early writing skills. Several children are able to write legible letters and words before they leave the setting. Children listen attentively to a range of stories and they like to read to each other. Staff tell exciting stories which involve and capture the children's attention. They enjoy visiting the library every week when they choose books to bring back to the setting.

Children count very confidently and many can count beyond twenty in familiar context. They are able to point out numbers in the environment. Children are exploring simple addition and subtraction. For example, at lunch time they accurately count the numbers of spoons and forks needed at each table according to the number of children seated. They are able to describe size and position during their play. Children are learning about shape and size as they confidently fit puzzles of varying challenges and use equipment in the water and sand play. They make a note of their mathematical findings on a chart as they find out which things float and sink in water. They recognise and name shapes such as circle, triangle, diamond, square and rectangle. More able children are provided with suitable activities such as, learning to tell time.

Children are motivated to learn about the world they live in. They enjoy visiting places of interest such as, the supermarket, recycle centre, fish monger, dentist, pharmacy and post office. This extends their understanding of the world and people who help us. Children are exploring how and why things work as they play with programmable toys, telephones and magnifying glasses. They learn about electricity: the different types of equipment in the home powered by electricity; and use the equipment such as liquidisers during cooking activities. Children enjoy planting and caring for plants. For example, lettuces which they grew from seed, watered and left in the sunlight to grow. They are using the computer with increasing confidence. Children build and construct competently using a wide range of resources both on large and small scale.

Children are developing good physical skills and control of their bodies as there are regular opportunities for exercise and using various apparatus. For example, balls, hoops, bikes and moving imaginatively to music. They climb, slide, crawl and swing on the equipment at the local parks. Children use a range of tools appropriately and safely. For example, scissors, rolling pins, spades and hoes. They are using a wide range of one handed tools such as, spatulas, pencils and brushes which help them to develop good hand eye co-ordination and early writing skills.

Children explore colour, texture and shape as they stick, paint and draw. Weekly cooking activities help children to explore texture and taste, for example, children cook different national dishes. They have lots of fun as they participate in a range of

musical activities and they know a wide repertoire of songs which they sing with gusto. They are very excited and highly involved in action games. Different role-play experiences capture the children's interest, for example, home corner, hospital and shop. All children are making good progress in their development.

Helping children make a positive contribution

The provision is good.

Children obviously feel valued and respected and their individuality is promoted. Staff know the children well and they encourage their individual interests. Children are learning about the world they live in as they play with toys which promote positive images of culture, ethnicity, gender and disability. Different festivals are celebrated and children enjoy visits to the shops, library and park. They are polite and courteous to each other and adults. Children are extremely confident and they develop a strong identity. Children's spiritual, moral, social and cultural development is fostered.

Children are fully integrated within the setting. The Special Educational Needs Coordinator has obtained appropriate training to support children efficiently. Children's individual needs are met and they spend time with staff to develop their skills on a one-to-one basis. Staff have developed good relationships with other relevant professionals. Children are happy and content and are clearly able to make appropriate progress.

The partnership with parents is good. Children benefit from the strong relationships between staff and parents as their individual needs are met as information is shared on a regular basis. Parents receive informative reports about their child's progress and they are invited to open evenings. Staff place a strong emphasis on involving parents within the setting. Quarterly newsletters, produced by a parent, provide information about the children's routine and activities. The staff provide good support to parents to enhance their children's learning in their home environment.

Organisation

The organisation is good.

The leadership and management of the setting is good. The setting is well-organised and very good communication systems are in place. For example, staff meetings, planning meetings and staff appraisals. Children benefit as the staff regularly update their knowledge in child care. They have attended Birth to three matters and early learning goals training. This helps all children to achieve well. The staff team is consistent and they work very effectively together to deliver an interesting and exciting curriculum for the children. They have very high expectations for children's learning. Children develop self-esteem as they progress at their own pace with lots of positive encouragement from staff.

Children are developing their independence as staff make good use of the space provided and the resources are well-organised. For example, furniture is cleared to allow children to rest, climb and jump in the large hall.

All of the required policies and procedures work in practice to safeguard the children's welfare, care and learning. Children's individual records are well maintained and shared with parents. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the setting has provided a suitable fire warning system which is now installed: children's attendance records are kept appropriately; parental consent is included on medication forms and the staff ratios are met. This improves the welfare and safety of the children. A staff register has been implemented. However, times of arrival and departure are not included. The regulations have been met to improve the care of the children.

Complaints since the last inspection

There are no complaints to report.

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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 that the trailing flexes are not accessible to the children.
- develop the organisation of lunch time (also applies to nursery education).
- keep a record of the staffs times of arrival and departure in the daily register.

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):

- make improvement as indicated in the care section above.

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