

# Auden Place Community Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	100615
<b>Inspection date</b>	11 October 2007
<b>Inspector</b>	Tom Radcliffe
<b>Setting Address</b>	Camden Voluntary Sector, Auden Place Nursery, 1 Auden Place, London, NW1 8NA
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<b>Registered person</b>	Auden Place Nursery
<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?

Auden Place Nursery is a voluntary sector provision run by a committee. It opened in 1976 and operates from six rooms in a three storey building that has been adapted for use as a nursery. It is situated in a residential area in Primrose Hill in the London borough of Camden. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a small secure enclosed outdoor play area.

There are currently 41 children aged from under one to under five years on roll. Of these, eight receive funding for early education. The nursery mainly provides for children in the local area. The nursery currently supports children with learning difficulties and also supports children who speak English as an additional language.

The nursery employs 13 members of staff. All permanent staff hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

The children attending the nursery have access to a very clean and orderly environment. Staff ensure that procedures are carefully followed to ensure the good health of children; for example, medicines are administered correctly with all required information properly recorded. All staff have attended first aid training and there are first aid kits available throughout the setting, as a result children can be cared for if they sustain a minor injury. The manager ensures that all staff regularly update their training in several areas, including first aid, to ensure that high standards in the care of children are constantly maintained. Infectious children are excluded from the setting; this helps reduce the spread of infection within the nursery. Children's good health is also promoted by the nursery having effective practice in place in the event of any child requiring emergency medical treatment and for the reduction of accidents within the setting. In addition to this, staff use effective hygienic practice during the day; for example, when changing nappies, preparing areas for children to use and when they ensure that children wash their hands at appropriate times during the day.

Physical development is good. The setting makes good use of its indoor facilities to ensure that all children have access to a range of activities to promote the development of their fine motor skills. These activities include mark making opportunities, sand and water play, the use of construction toys and a range of art and craft activities. Staff support the children well during their physical development to ensure that children of all ages in the nursery develop these important skills. The setting has limited opportunities for outdoor play, though it makes good use of a small secure outdoor play area. Here the children have access to a range of play equipment, for example, a sand activity, easels and wheeled toys. To enhance this provision the manager has devised an effective programme of visits so that children have additional opportunities to be involved in exercise and vigorous physical activity. These opportunities include walking to a local soft play facility which small groups of children can use on a regular basis. The setting ensures that it meets the sleep requirements of all children and provides a good range of healthy nutritious meals and snacks throughout the day. All meals and snacks are freshly prepared by the nursery cook on site and all staff have undertaken training in nutrition so that they can help children understand more about balanced diets and healthy eating. Children can choose from a range of snacks such as fruit or bread sticks and drinks, including water, are freely available to meet children's needs. The nursery makes a new menu available to children regularly and parents are consulted about its contents. Baby bottles and additional feeds are also freshly and hygienically prepared at the nursery to meet the needs of individual children. All children's dietary needs and requirements are met very well.

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

The provision is good.

The nursery provides very safe and secure premises for the children. Visitors to the nursery can gain access only with the authorisation of staff and there is good signage outside the building to direct all visitors to the single entry point. The setting ensures that there is always a senior member of staff available to welcome all parents or visitors to the nursery. This assists in the implementation of an effective procedure for the safe arrival and collection of children as well as giving a valuable opportunity for parents and staff to exchange important information. All staff have undertaken training in safeguarding children; as a result, the setting is well placed to safeguard all children's welfare. The manager takes a very good lead in this area and staff

feel confident that they can effectively deliver the setting's policy with this clear support and guidance.

Emergency evacuation procedures are carried out regularly to ensure that children are aware of what to do to keep safe in the event of an emergency. The nursery is protected by effective fire detection and control equipment which is regularly maintained and it has clearly marked fire doors which are kept free from obstructions making them safe to use.

The setting provides the children with many opportunities to undertake visits both locally, to parks and on walks, and in the wider community, to farms and museums. The manager ensures that all visits are as safe as they can be for children by implementing stringent risk assessments before children undertake the visits. As a result the children gain valuable experiences from outings which are carefully planned and where potential hazards have been actively reduced. The staff also ensure that the setting undertakes regular risk assessments in all its activities; for example, in the equipment used by children, how the premises are used and in its procedures in relation to food preparation, use of toilets and nappy changing. The oldest children in the nursery are able to use toilet facilities that ensure that the dignity and privacy of children are respected. However, the nappy changing arrangements in use with the youngest children, though covered with effective hygienic procedures, do not allow children the same level of privacy.

There is a good range of toys and resources that are well maintained and clean, covering all children's development. The nursery premises are very pleasant, child-friendly, spacious and well organised. Activity areas throughout the setting are carefully arranged and resourced to meet the needs of all children. Staff deployment is very effective allowing children to take part in many activities, such as playing, eating or resting with appropriate support and guidance. The setting has a very positive visual impact which is enhanced by the importance that staff put on the achievements of children, resulting in many displays of their work.

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

The provision is good.

The children in the nursery are arranged according to their ages and stages of development. The Rainbow room has children from under one to two years old while the Sunshine room has children from two to under five years old. Both rooms provide an effective environment for care and learning. The youngest children in the nursery are well cared for by staff who have developed caring relationships with the children. In the Rainbow room staff respond very effectively to the needs of all the children ensuring that they can play, for example, with musical toys or objects that offer a variety of tactile experiences, or they can rest or take food and drink. Staff throughout the nursery know the children very well and children respond well to the security of the setting, particularly their relationship with the adults. A key worker system is central to this part of the nursery's work and it allows the setting to meet children's individual needs very effectively. Resources are stored throughout the nursery so that they are easily accessible to all children. In the Sunshine room children were able to select games to play with individually or with friends, or join other children in sand and water play activities. Several older children played on a wall mounted white board and pretended to make lists of things that they needed from the shop. Staff support these activities well only making interventions in these free choice activities when they consider that they are required. The construction room within the Sunshine room is a very good resource that promotes a range of learning opportunities for the children in a stimulating and challenging way.

Children in the nursery are given many opportunities to share books and listen to stories, they respond well to this and listen attentively and contribute appropriately. Planning in the nursery is usually a collaborative exercise. The manager oversees planning to ensure that an effective use is made of the Birth to three matters framework and there are many examples of this occurring; for example, in the Rainbow room staff worked towards children being healthy and becoming competent learners. Staff also ensure that planning encompasses the Foundation Stage curriculum and that children's achievements are recorded and shared with parents.

#### Nursery Education.

The quality of teaching and learning is good. Staff have a very good understanding of how young children learn and a good understanding of the Foundation Stage curriculum. Children move confidently from the younger room to the Sunshine room due to both a careful integration process and careful planning of activities and experiences for the children as they continue their development and learning. Children experience a balance of activities while in this part of the nursery. They can self select activities, for example, when using some of the extensive construction material that is available, or undertake adult-led activities that staff use to make on-going assessments about children's progress and development. Though staff make assessments constantly as children work and play there are opportunities missed, when children are involved in free play, to interact with them to reinforce learning and make secure assessments about progress. Children show that they can apply themselves well to most activities and concentrate for appropriate periods of time. They spend their time playing with cars on a floor map, using role play resources about being friends and using the resources available to write and mark make. A group of children played a number game on their own where they tried to make certain numbers bigger by one. There was some success and this inspired them to ask questions to see if they were right in their answers. The children form positive relationships as they play together, share and take turns. The nursery's routines promote independence as children choose activities, snacks and how they spend their time. The children's use of language as they ask questions and supply answers demonstrates that some of them are confident speakers. This is supported by the setting's extensive use of labels and the way that they promote writing; this enables children to see the importance of language through the use of labels. Mark making is evident, children use a variety of equipment when undertaking this activity. Children concentrate and listen to stories. Children are given many practical opportunities to extend their understanding of number; for example, children counted out pieces of fruit at snack time, they compared quantities of sand and they tried to work out how many bricks it would take when building a tower. Some children showed the ability to solve problems when tower building as they predicted when the tower would collapse; the adult who was supporting this activity took the opportunity to develop their understanding by asking pertinent questions about their ideas. Children explore simple technology through resources that they can use and through the use of everyday equipment, such as DVD players. Computers are available that support children's learning. Children have access to a wide range of art and craft materials that enable them to develop fine motor skills through cutting, sticking, sorting and threading. A group of children made a collage which gave them the opportunity to enhance fine motor skills. The Sunshine room supports children's learning well in the Foundation Stage. Staff ensure that careful planning of activities include all areas of learning and that resources are arranged and available to support their aims and objectives. To ensure that plans are effectively used staff deployment allows for generally effective support of children, assessment opportunities and good coverage of all areas of learning.

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

The provision is good.

The nursery works extremely hard to have a good working relationship with its parents. This helps ensure that all detailed background information is provided by them and taken into account by the setting as it meets the needs of the children. The manager ensures, by constant monitoring, that all information from home is up to date, for example, children's dietary needs or medical conditions. The setting also ensures that it has a good understanding of the background of all of its children which enables them to meet individual needs. This approach enables the nursery to create a very inclusive setting where all children feel valued and are able to contribute to activities. Children enjoy the work on Black history month and on festivals from around the world. Older children are able to refer to a well labelled world map to have an understanding of the background of their friends and peers. This activity is promoted by a language related focus which makes it more meaningful for children. The nursery has resources reflecting positive images of diversity, for example, books, photographs and posters, which supports children's learning and understanding. The nursery's inclusive approach and good working relationships with parents and external agencies means that it is well placed to meet the needs of children with learning difficulties and/or disabilities. Though there are physical limitations of the building the nursery is committed to meeting the needs of all children if they were to arise in the future. The staff and children form a good team in the nursery which is characterised by good relationships that show trust and mutual respect. The staff act as consistent good role models as they patiently and consistently ensure that all children adhere to agreed rules. The older children have devised their own "room rules", which are displayed and form part of discussions during the day. Older children are able to regulate their own behaviour, for example, when sharing toys and waiting their turn. But all children thrive in a well supported and happy environment under the careful guidance of staff. The youngest children in the nursery ate their mid day meal at a suitable table, where under the skilful care of adults they enjoyed a meaningful social occasion. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are actively involved in the nursery throughout the day which enables the nursery to provide a good standard of care for the children. Parents relish the contact with the nursery at the start or end of the day and feel that the nursery knows their children very well. Parents are very happy with the service that the nursery provides and feel that communication from the setting is good. Some parents value the monthly newsletter, which can be distributed electronically, while others enjoy learning about the nursery in open days. Parents also feel that they have a clear picture of their child's progress which is shown by written reports and parent evenings, where parents are pleased to be able to talk to their child's keyworker. Parents like the open door policy of the nursery and enjoy being able to offer support when the setting undertakes its numerous and regular outings.

## **Organisation**

The organisation is good.

The provider has established robust recruitment procedures. These help ensure that staff employed at the nursery are suitable to work with children. The manager ensures that all newly appointed staff undertake a suitable period of induction and constantly strives to meet the diverse training needs of all of the staff. The staff are well qualified and experienced which mean that they have a very good understanding of how young children learn. Policies and procedures for the good and very effective and safe management of the nursery are all in place. Staff are deployed well within the nursery and respond purposefully to children's needs.

Children's care and well-being is given good attention, however, the youngest children in the nursery sometimes require greater privacy at certain times during the day.

The leadership and management is good. The manager has a very good understanding of the strengths of the nursery and areas requiring development. She has formed a dedicated team in the nursery who have a very clear idea of their roles and responsibilities and who all share a vision to provide the best possible standards of care, welfare and learning for the children. The nursery has successfully recruited key members of staff who have enhanced the provision of the setting and contributed to its on-going improvements. Planning in the nursery is good with very good use of available frameworks linking together care and nursery education. This means that children face interesting and challenging activities every day and develop in a secure and supportive learning environment. The setting has in place good assessment processes and information given to parents enables them to have a good understanding of how their children are developing. However, staff sometimes miss opportunities to interact with children in order to reinforce learning and make secure assessments. The manager has introduced an excellent policy of regularly taking children on outings which greatly enhances the experiences that the children have while in the nursery. The setting meets the needs of the range of children for whom it provides.

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

At the last inspection the provider was asked to review its range of resources, ensure that daily cleaning routines were effective and update its operational plan. The provider has met all these recommendations as resources meet the needs of the children, effective cleaning routines are in place and the operational plan has been properly updated.

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

Since 1 April 2004 there has been a complaint made to Ofsted that required the provider or Ofsted to take action to meet the National Standards. The complaint related to National Standard 2: organisation; and National Standard 4: physical environment. Concerns were raised that; minimum staffing ratios were not being met and that minimum space requirements were not made available in some parts of the setting. Ofsted required the provider to take action. As a result the provider ensured that staffing ratios and minimum space requirements were met at all times. Ofsted was satisfied that by taking these steps the provider remained qualified for registration at the time the investigation was closed.

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 that the youngest children in the setting are able to have nappies changed in an area that allows for privacy.

### **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 staff purposefully interact with children as they play to enhance their learning and enable staff to make secure assessments about children's progress.

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)