

# Bowes Park Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	140406
<b>Inspection date</b>	20 November 2007
<b>Inspector</b>	Gulnaz Hassan
<b>Setting Address</b>	63-65 Whittington Road, Bounds Green, London, N22 8YR
<b>Telephone number</b>	020 8888 1142
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<b>Registered person</b>	Bowes Park Nurseries Ltd
<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?

Bowes Park Nursery is a private provision owned by Mr Paolo Chiesa. The provision was registered in 1998. The nursery is situated in Bounds Green in the London Borough of Haringey. It operates from a two storey building and has access to six play rooms, toilet areas for staff and children, kitchen, office, laundry, staff room and a fully enclosed outdoor play area. The nursery serves the local community.

The nursery operates every day of the week from 07:30 until 18.30 all year round and is registered to care for 89 children from six months to under five years. There are currently 128 children on roll, 37 of whom receive funding for education. The nursery supports a number of children with learning difficulties and children who speak English as a second language. There are 27 staff who work with the children of whom 70% hold recognised qualifications in early years. The setting receives support from the Local Authority advisory teacher.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children enjoy an exciting range of very well planned, healthy and nutritious snacks and meals throughout the day. Children enjoy a breakfast of toast, cereal and fruit, in their own time as they arrive in the morning. Meal times are calm and happy occasions with children sitting in small groups at tables laid out with table cloths. The provision ensures that all food served to children is homemade, consisting of freshly prepared ingredients ensuring that preservatives, additives and food colourings are avoided. Menus ensure that children receive at least five portions of fruit and vegetables every day. Children thrive on the excellent range of interesting and varied menus for lunch. On the day of inspection children enjoyed homemade vegetable soup with crusty seeded bread for lunch, other dishes include chicken cous cous with baby sweet corn and aubergine in a vegetable sauce, jacket potatoes with sweet corn and tomato salad and vegetable Korma with rice. The tea menu includes dishes such as carrot sticks with Hummus, penne pasta with ricotta cheese and sandwiches which the older children help to make themselves. Babies have easy access to beakers of water at all times whilst the older children help themselves to drinks between meal and snack times from jugs of water.

Children are developing a very good understanding of healthy eating and the effect of food on their bodies, for instance when the staff member says that she has not had breakfast, children remember the discussion they had about energy and how energy helps you to think and learn. Children tell the adult to have some of their fruit to stop her tummy rumbling. During the lunch time meal children discuss the vitamins in their soup and talk about the different kinds of beans available, such as kidney beans and black eye beans, with the chef who joins the children to see if they are enjoying their vegetable soup. Children know that sugar and sweets are bad for their teeth and although children have birthday cakes and makes cakes during cookery sessions, children's diet and menus do not include puddings or desserts.

There are very good policies and procedures in place that ensure the health and safety of children. Staff work well to ensure that hygiene standards are very high. For instance, at snack time, fruit is handled with serving forks by the children onto their individual plates, to avoid over handling fruit with their hands. Children are learning to wash their hands and they need little reminder from staff to wash their hands before snacks and mealtimes. Children have easy access to tissues, which are strategically placed on hangers throughout the setting, so that they can help themselves to wipe runny noses and they know to cover their mouths when coughing. Children demonstrate a good understanding of why it is important to wash their hands and how germs can be spread. For instance children remember a science lesson they had with a parent who brought in a gel which children rubbed onto their hands, when a light was shone on the gel children could see the 'germs' on their hands. To ensure that children receive prompt and appropriate treatment and monitoring there are detailed accident, illness and emergency procedures in place.

Children are progressing extremely well in all aspects of their physical development. Children enjoy the outdoor play area and enjoy investigating and exploring the environment. For instance, one child found a tray of rain water which had gathered outside and wanted to know where this had come from. Children have access to a well organised and unique outdoor area with an exciting range of different climbing apparatus to meet the developmental needs of younger and older children who require more challenge. For instance older children confidently climb the monkey bars and younger children receive support to develop their skills in this area.

Children confidently pedal bikes, use skittles, hoops and other outdoor mobile play equipment. Staff organise races for children and children develop their own obstacle courses using planks and other building blocks to slide down, both inside the premises and outside in the garden. Children support the environment by helping the chef to compost and as well as a vegetable patch for gardening, children have a specific digging area. Children also engage in yoga and dance lessons and children regularly go for walks to the park to feed the ducks.

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

The provision is good.

Parents and children are warmly welcomed to the provision. Children settle quickly on arrival and are happy to stay. The premises are organised well to ensure that children can play with different activities on hard and soft surfaces ensuring their comfort. A generally good range of play and learning materials is available to meet the different ages and the developmental needs of children attending.

Children's safety is very well ensured because the setting has considered all aspects of safety very carefully. For instance daily and long term risk assessments are vigilantly completed for the premises, the garden and for outings. The security of the premises and collection of children is very secure, for instance an intercom and video system is in place to monitor arrivals and departures. The setting works in partnership with parents and carers to ensure that children's safety is paramount, for instance parents are encouraged to buzz themselves in one at a time and to ensure that they are not followed in by any one else.

Children's welfare is well ensured and safeguarded. Staff have a very good understanding of child protection issues. They are very familiar with the procedures that are vital to safeguard children's welfare within the setting. The policies and procedures available to safeguard children and to inform staff and parents are extensive. However, not all the old copies of this have been replaced with new so staff consulting an old copy in the designated person's absence will not be fully informed about who has to be notified about any concerns. However the setting has taken immediate action to rectify this situation.

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

The provision is good.

Children are welcomed into the setting at each session by key staff and other staff from their group room, this helps children to confidently separate from their parents. Young children and babies are given sufficient time and attention to settle into the setting and the good programme in place supports this. Babies and toddlers quickly become absorbed in their play activities. Staff ensure that even the youngest children experience activities, such as painting, cooking, sticking and gluing, sand and water play and making collages, for instance of snowmen. Play and learning for babies and young children is well planned, interesting and stimulating. The play and learning programme of activities for children under three is clearly linked to each component of the Birth to three matters framework. Children under three make marks with chalk and make patterns in the sand and they search for different objects in the treasure tray. Children enjoy story times immensely, listening and participating well, often relating and sympathising with the characters, for instance when Winnie the Witch becomes exasperated with her disobedient cat and they shake their heads at his antics. Children are encouraged to investigate and make observations for instance, when they discuss the weather for the day

they look outside the windows to describe what they see, whilst the member of staff asks open ended questions to encourage the detail of children's observations.

Individual aspects of practice is excellent, for instance communication and language in the baby room is exceptionally good and staff interact and engage with children wholeheartedly speaking and explaining to children what they are going to do next, reading stories and singing songs. Children have good opportunities to engage in adult led activities as well as being able to choose their own play materials and activities from the resources available. Observations and assessments for children under three are good and record pertinent aspects, for instance, of children's developing language and communication skills. These help staff to plan for the next steps in children's individual learning and development. Children's progress is developing well because staff also ensure that children are able to consolidate as well as extend their learning and new skills.

## Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and its implementation. Although, staff are generally clear about the purpose of the activities available, the teaching and learning intentions of focus and adult led activities lack in-depth detail, such as relevant questions and vocabulary that are required to ensure good quality of learning. Staff plan and provide children with a good range of activities and experiences to help them move towards the early learning goals. Planning covers most aspects of the early learning goals and staff evaluate children's progress against the stepping stones. Assessment records and observations for each child show their approach to learning and their interests. Observation records consistently plan for the reinforcement of children's learning as well as the next steps in their learning. Some key workers are ingenious in encouraging children to experience activities that children do not approach or show that they do not like. For instance a child who does not like messy and wet play approaches the water tray when staff place his favourite cars in the water. The child becomes intrigued that his cars are in the water and as a result he is motivated to explore and investigate this natural play material.

Children keenly extend their play through the readily accessible resources, for instance they will bring additional resources, such as model animals into the construction area. However certain areas of the provision are not fully resourced, for instance the home corner is low in accessories that help to promote children's imagination and role play. Presently children do not have access to information and communication technology and other programmable toys, which are important aspects of knowledge and understanding of the world and that support their developing skills and understanding of modern technology.

Children are making good progress in maths. For example, in relation to the planting theme, children weigh and count seeds and measure the growth of the plants. At snack time children count out two pieces each of three different kinds of fruit. Children try to predict how many children can fit into the bubble room and how many children are actually in there and a child is then sent to find out the answer so that they can see how close their guesses are. Children distinguish features of different but similar patterns and engage in different maths games throughout the day.

Children are also making good progress in certain aspects of knowledge and understanding of the world for instance children learn about and explore aspects of the natural world, such as plants and insects, they create models, buildings and obstacle courses in self initiated play, they explore and investigate natural materials such as sand and water and they play real musical

instruments. Children learn about culture and beliefs, for instance children have been learning about Diwali. Some aspects of knowledge and understanding of the world, for instance the aspects of time and place are less well developed.

Children make good progress in their language and communication skills. Most staff are exceptionally well skilled in promoting children's vocabulary and make very good use of all situations, including snack times to have discussions with children and to encourage children to express their ideas.

Children experience a wide range of mark making activities in the office area and during adult initiated writing activities. Staff frequently sound out letter sounds to children and children are learning to identify the letters of their names and to copy their names from name cards. Some of the teaching is very good and as a result children are motivated and become very excited and eager to learn. For instance a member of staff inspired children to plan and prepare a birthday party for her. Children settled in to the office area to make shopping lists for party food and lists of guests to invite, whilst other children made and distributed party invitations. One child drew an octopus, because an octopus has many hands and could help with the shopping for the party. Children decide on a time for the party, using digital time. Although children enjoy story telling at group times children they have few other opportunities to look at books independently or to engage in one to one story telling. The organisation of the books means that they are often out of reach. This does not encourage children to develop an interest in books and reading. The book collections generally consists of simple fiction stories and do not include a full range of reading and learning materials, such as non fiction books and reference books.

Children's personal social and emotion development is fostered extremely well. Children are very confident and greet each other and staff with pleasure. They have secure supportive relationships with their key workers and other children and enjoy their company. Children engage in the experiences offered with interest and enthusiasm and are able to sustain good levels of concentration and finish activities. Children care for each other, for instance when a child starts weeping children gather around and comfort the child, they inform each other that they don't think she is very well and fetch a member of staff. Children are developing very good levels of independence, they prepare themselves for outdoor play and access the bathrooms independently.

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

The provision is outstanding.

All children are clearly valued and their individual needs are exceptionally well met. Children receive good personal care and lots of cuddles to foster their self esteem. A detailed care plan is prepared and gathered for each child, this is reviewed regularly with parents and shared with all adults in the child's group room. This ensures that individual needs of each child is met effectively by all team members and enable all staff to be deeply familiar with each child. Children develop a positive attitude to others and a good understanding of the wider community. Children's own cultures and backgrounds are highly valued and staff have developed many ways of building bridges between home and nursery so that children feel secure and accepted. Children who speak English as an additional language receive extremely good support. Staff note key words and phrases to enable them to communicate with children. Parents and carers are encouraged to share key aspects of their culture, language and religion with the setting, for instance children have experienced Spanish singing and musical instruments and are in the process of learning Bengali nursery rhymes and sign language. Children have many opportunities

to celebrate festivals such as Diwali and the other community religions, they try food and use a range of resources and play materials which show positive images of culture, ethnicity, gender and disability. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and disabilities receive very good support. Children's needs are clearly identified and plans for how to include and support children are drawn up with parents, key worker, other professional involved and with other settings that children attend to ensure consistency and to maintain progress made by children. One member of staff attends training and oversees and supports staff in their work in this area. Key workers are clear about the activities and exercises that children need to help them develop and children's progress is regularly reviewed and the next steps for children are planned.

Behaviour of children is good with only very occasional incidents of arguing between children. The setting has developed very good systems to support children and in monitoring and managing their behaviour. Staff are very good role models, across the provision. As a result children are able to observe good manners and appropriate models of behaviour and language from staff. Staff give children good explanations, for instance with regard to sharing and taking turns, for instance when children want more space at the treasure tray or when a number of children all want to sit next to the same member of staff. There are good systems in place to quickly and effectively identify changes in children's behaviour, so that staff and parents can plan together how best they can reinforce children's good behaviour and work together to resolve any underlying issues.

Partnership with parents and carers is outstanding. Children benefit from very effective levels of communication between the setting and parents and carers. The key worker system, meetings, diaries and information sheets are used extremely effectively to ensure that parents are fully involved with their children's daily routine and developmental progress. Monthly newsletters keep parents well informed with information about the setting, for instance about staff changes, security and events at the provision.

Information to parents about all aspects of the Foundation Stage, including the early learning goals and the stepping stones, is excellent. Strategically placed information about the Foundation Stage and Birth to three matters is available to support parents enabling them to be very well informed about their children's learning. Parents are invited to attend regular meetings, for instance about the curriculum so that they can receive in-depth information about how and what their children are learning. For instance parents are shown a video of their children initiating and extending their own play so that they can understand the value of play that is not always adult initiated or controlled. Parents are regularly invited to take part in consultation with the provision and their views and suggestions are clearly welcomed and valued by the setting. A comprehensive complaints procedure, including information about Ofsted, is available to parents

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom they provide. Children are cared for in a well organised happy environment, where staff know the children and their individual needs very well. Children benefit from well deployed staff and key workers, who consistently interact with them and give them good quality support and encouragement. This creates a caring and stimulating environment where children are secure, confident and settled. Children are kept safe and healthy as staff regularly update their training, including first aid and child protection. The provider has effective procedures in place to ensure that all staff working with

the children are suitable to do so. Outcomes for children are often very good and this is because all staff have been involved in an extensive self evaluation exercise that has ensured that the National Standards and regulations are met.

All of the documentation required to contribute to children's health, safety and well being is in place. The operational plan includes extensive and fully detailed policies and procedures that reflect the practices of the setting well.

Leadership and management is good. The setting has a secure understanding of the Foundation Stage and this has ensured that outcomes for children are good. The setting is led by a team of committed and dedicated managers and group room leaders who are in turn supported well by the provider. Staff are effectively inducted, supervised and appraised on a regular basis and the setting demonstrates how well they value the individual strengths and talents of staff. There are very good systems in place to ensure that room meetings and management meetings support the quality of teaching and learning. All staff are committed to continuous improvement and have good access to training and professional development. The management continually assess the quality of care and education provided for the children. The management team have correctly identified minor weaknesses in the provision, such as, the further detail required to support focus activities and adult initiated learning.

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

At the last inspection of day care two recommendations were raised to improve the care of children. These were to revise and update the lost child procedure and the procedure to follow should allegations be made against a member of staff and to ensure that the deployment of staff enabled the required ratios to be met. The setting has made effective progress in meeting these actions and as a result the safety and welfare of children in relation to these procedures is ensured.

At the last inspection of nursery education, one key issue was raised to improve the educational programme. This was to ensure that the systems for recording and assessment of children clearly identified what children know and can do. These steps have been fully implemented by the setting so that the observations and assessments of children are fully effective in promoting outcomes for children.

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

Since the last inspection Ofsted received one complaint relating to National Standard 1: Suitable Person, National Standard 6: Safety and National Standard 12: Working in Partnership with Parents and Carers. Concerns were raised regarding the suitability of all persons looking after children, hazards in the setting and the supervision of children. Ofsted carried out an unannounced visit to investigate. Ofsted found that systems to ensure staff suitability checks carried out were not always effective. As a result, an action was set under National Standard 1. The provider responded to the action and Ofsted was satisfied that the response was appropriate and the provider remains qualified for registration.

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 home corner is well resourced and that the book areas throughout the setting are accessible to children, increase the range and variety of books and develop children's access to ICT and programmable toys.

#### 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):

- continue to develop the planning and evaluation to ensure that every aspect of each area of learning is regularly planned and included in the curriculum for children
- ensure that the adult initiated activities and the focus activities are well planned to include learning and teaching intentions, open ended questions and vocabulary (this also applies to care).

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)