

Langtry Nursery Centre

Inspection report for early years provision

Unique Reference Number	100540
Inspection date	07 February 2008
Inspector	Caren Carpenter
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Type of inspection	Integrated
Type of care	Full day care, Out of School 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 outstanding.

WHAT SORT OF SETTING IS IT?

Langtry Nursery was registered in 1994 and is managed by the local authority. It is a purpose built nursery centre which is located within the London borough of Camden. Children have access to five play rooms including a special needs unit for children on the autistic spectrum. All children have access to an enclosed outdoor play area.

The nursery serves the local community, with some referrals for children in need. A maximum of 73 children may attend at any one time. The nursery is open each weekday from 08:00 to 18:00. There are currently 62 children from four months to five years on roll. Of these 52 children receive funding for nursery education.

The setting supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

Children from four months to three years attend all year round, while children from three to four years attend term time only. A holiday play scheme operates for a maximum of 24 children aged three to eight years who attend the nursery and who live in the community.

The centre employs 24 staff including three teachers, support staff, the manager and the deputy, of these 21 staff hold early years qualifications.

The setting receives support from the local Authority Foundation Stage Advisory team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a clean, warm comfortable and child friendly environment. Children's health is protected effectively by regular hygiene routines. They readily wash their hands after messy play, before snack and meal times, helping to prevent the spread of infection. A well written sickness policy and procedures, which staff actively share with parents, ensures children are well cared for and that they are protected from illness and infection.

The weekly menu is developed by the provision to ensure that children receive a good variety of nutritious snacks and meals that are freshly cooked. Food is provided according to the dietary requirements of the children to ensure that their individual needs are met effectively. They have very good access to regular drinks throughout the session and are able to help themselves to fresh drinking water. Staff are well informed of children's dietary needs and requirements, and are very pro-active in ensuring these needs are met effectively.

Children are offered excellent play opportunities in the exciting outdoor play area. The well resourced outdoor play area provides children with good opportunities to be physically active. Children move spontaneously with increasing control and co-ordination. They run, balance, jump, climb, push and pull, lift, carry and throw. These experiences give a sense of well-being, develop body awareness and contribute to the children's growing feelings of who they are. This greatly promotes their physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in the well organised and secure premises. Displays of children's art work, posters and useful information for parents help the group feel welcoming. Good supervision and a good awareness of health and safety issues allow children the freedom to choose activities that offer variety and challenge within safe limits. Risk assessments ensure potential hazards are minimised and effective measures are in place to prevent accidents. Children understand and practise fire drills regularly which are recorded. A visitor's book is used well to manage safe access to the premises.

Children choose what to play with from the wide range of good quality resources and equipment. This meets their play development needs very well. Children play, rest and relax comfortably.

Children are well protected from harm because staff have good understanding of their roles in child protection issues. Staff understand the correct procedures to follow in the event of any concerns. An effective system of recording incidents is in place.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children have an excellent attitude to learning and are happy, settled and purposefully engaged throughout the session. Younger children benefit tremendously from staff's knowledge and understanding of the Birth to three matters framework. They are cared for by a caring and loving staff team. Children are supported extremely well by staff to help them settle into routines. They are given help and encouragement as they participate in activities. Babies up to two year-olds are developing confidence and self-esteem. They are actively participating in activities which are appropriate for their age and stage of development. For example, they have a brilliant time mixing, feeling and tasting jelly, developing excellent sensory skills.

Children select from an extensive range of stimulating and interesting activities such as, role-play, painting, jigsaw puzzles, water play, building, constructing, clay and play dough. Excellent individual knowledge helps children to consolidate their learning before moving onto the next stage. As a result, the curriculum is extremely well tailored to individual children's needs and abilities.

Activities are planned effectively using the early learning goals. Staff carry out regular observations to ensure children are making excellent progress in their learning and development. Staff praise and encourage the children to try new activities. Children progress extremely well in a stimulating and caring environment.

Nursery Education

The quality of teaching and learning is outstanding. Children are making excellent progress towards the early learning goals due to staff's knowledge of the Foundation Stage and how children learn effectively. The learning environment and activities are planned exceptionally well to provide an excellent range of activities across the six areas of learning.

The key worker system enables staff to monitor the children's progress to help them to move on to the next steps of learning. Information from observation and assessment records are used superbly to plan for individual children. Plans show clearly what all children are expected to learn, this ensures that they are sufficiently challenged to move on to the next stage in their learning.

Children share excellent relationships with staff and each other. They play well together and benefit from staff's skilled approach in helping them understand right from wrong. Children participate enthusiastically in the activities provided. They are valued and staff help them to feel good about themselves by frequently providing positive support, praise and encouragement.

Children are extremely confident; they work and play exceptionally well on their own and with others. Behaviour is excellent; they negotiate with others and take responsibility for their actions. They have extremely good awareness of right and wrong in line with their stages of development. Staff have excellent understanding of behaviour management using a quiet, calm and sensitive approach in which they use reasoning and explanation.

Children have incredible opportunities to develop early writing skills and some children write their names independently. Writing resources are extremely well organised to allow children easy access and there are good opportunities for children to write for different purposes. For example, during outdoor play they have good access to a wide range of writing materials such as, large white boards, chalk and pencils. Children listen attentively to a range of stories and

have access to quality books in the comfortable book area. Children understand that print has meaning and make marks freely throughout their activities. Staff use picture cards and Makaton effectively to help children communicate with them.

Children are using excellent mathematical language to compare and to solve simple problems such as, big, small, and bigger. They have remarkable mathematical knowledge, they talk about floating and sinking, and recognise and name numbers up to 10 and beyond. They are able to organise objects into groups by colour, size and shape, developing early maths.

Children have remarkably good opportunities to find out about the environment as they plant seeds and grow plants outside. Children are studying living things such as, mini beasts and the life cycle of butterflies. They develop an awareness of their own cultures and beliefs and those of other people for example, they enjoy a wide range of festivals such as, Eid, Diwali, Chinese New Year and Christmas. They enjoy visiting a Chinese market to learn about different types of food and to buy items for their home corner. They enjoy cooking and eating their noodles and enjoy making Chinese lanterns. Children's learning is further extended as they learn about Chinese traditions. There are excellent opportunities for children to operate and explore information technology. They use the computer independently and with support from staff to enhance their learning.

Children have terrific opportunities to develop their imagination and creativity through painting, sticking, story times and a variety of role-play activities. They make connections in their learning and they thoroughly enjoy their time as they take part in role-play. Children enjoy music sessions and are able to select and play musical instruments. They are developing an excellent knowledge of colour, texture, shape, form and space in two and three dimensions as they construct, paint, draw and stick with various natural materials such as, leaves and twigs.

Children are making excellent progress in their physical development. They are enthusiastic as they enjoy fresh air and physical exercise daily. Children regularly use large physical play equipment to jump, climb, slide and balance which develops their large muscles and co-ordination skills. Children handle small tools such as, pencils, play dough cutters, rolling pins and scissors with increasing control.

Staff make tremendous use of their time and resources to provide a board range of activities and experiences across the six areas of learning. Appropriate individual challenge is ensured through excellent questioning and enabling by the knowledgeable staff.

Helping children make a positive contribution

The provision is outstanding.

All children have equal access to the extensive range of resources and activities. They are treated as individuals by all staff who ensure that activities are suited to children's levels of understanding and that they are appropriately challenged. Children gain an extremely good sense of belonging and feel secure in the centre. Positive relationships are formed and children work remarkable well together, sharing and taking turns. They are exceptionally well behaved, listen to others with interest and welcome visitors in the centre in a confident and polite manner. Children receive regular praise, reassurance and encouragement which promotes their confidence and self-esteem.

Through the well planned topics children have excellent opportunities to engage in activities which enhance their learning and understanding of the wider community and the world around them. Children's spiritual, moral, social and cultural needs are fostered.

Staff provide excellent support for children with learning difficulties. They develop individual educational plans and work exceptionally well with parents, speech and language therapist, educational psychologist and physiotherapist therapist if necessary to ensure that children's learning and development needs are met effectively. Children's individual educational plans are reviewed regularly and specific targets are set to ensure that they are making very good progress in their development.

Partnership with parents is outstanding. Children's well-being at the centre is enhanced by excellent partnership with parents. Parents receive quality information about the setting. They are kept exceptionally well informed of their child's achievements through a daily exchange of information. Parents are invited to regular review meetings with the key workers and other agencies to discuss their children's progress. They receive written progress reports towards the early learning goals and contribute to planning the next step in their child's learning. They share how their children are developing through information in profiles which are beautifully displayed, through the use of photographs and examples of children's work. Informative newsletters are provided for parents and carers which gives details such as, forthcoming events and themes.

Parents have excellent opportunities to participate in a range of interesting activities weekly such as, reading stories to the children, cultural festival celebrations and creative activities. The centre values and actively seeks parents' views about the service they provide. For example, a parent's suggestion box provides excellent opportunities for parents to comment and contribute their ideas about the provision. They are given superb information on the Foundation Stage and the programme of learning through a notice board and leaflets. This helps parents to gain an understanding of how their children make progress and how this can be supported at home.

Organisation

The organisation is good.

The centre offers a warm and welcoming learning environment where all children are happy and settled. Children are cared for by adults who are routinely vetted and have relevant experience, knowledge and skills. Children benefit from the effective organisation of the space and resources both indoors and in the outdoor area. This helps them to develop their ideas as they play. Staff support children well during activities and allow them time and space to initiate their play. Resources and equipment are organised well to promote children's safety, welfare and development. Staff support children well during activities and allow them time and space to initiate their play.

The leadership and management of the setting is outstanding. Staff work extremely well together as a team and work closely with parents to maintain communication in different ways. Open communication across the staff team means that all contributions and ideas are shared and valued. Planning is shared exceptionally well and understood by the staff team. Plans are flexible and demonstrate how first hand play experiences routinely support children to make excellent choices and become independent learners. Extremely good systems are in place to monitor the effectiveness of nursery education. For example, weekly planning meetings are used effectively to review and evaluate activities. Children benefit from staff who are well qualified and have

excellent knowledge, not only of the child development but of the Foundation Stage and the Birth to three matters curriculum. Annual appraisals for all staff ensure they maintain and update their professional skills and knowledge through regular training. Excellent support is provided for staff to develop and update their knowledge and skills for example, they complete short courses. Consequently, children are cared for exceptionally well by a motivated staff team.

The implementation of policies and procedures and appropriate recording of documentation helps to promote children's welfare, care and learning. However, accident records are not signed by parents, to ensure that they are fully informed of accidents. The setting meets needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to ensure that the child protection policy contains details about the regulator. Children are protected from harm because the child protection policy now includes Ofsted contact details.

The setting was required to continue to develop and refine the planning process to ensure that staff can use the information gained when monitoring children's progress to plan the next steps for individual children. Staff use their observations of the children's progress to plan effectively for each child. As a result, children are making excellent progress towards the Foundation stage.

Complaints since the last inspection

Since the last inspection there has been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that records of accidents are signed by parents at all times

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