



Pentland Nursery

Inspection report for early years provision

Unique Reference Number	EY280175
Inspection date	31 August 2005
Inspector	Jennifer Liverpool
Setting Address	224 Squires Lane, Finchley, London, N3 2QL
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Registered person	Bright Horizons Family Solutions Ltd.
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Pentland Nursery is one of 97 nurseries run by Bright Horizons Family Solutions Ltd. It opened in 1998 as a workplace nursery and operates from a converted terraced house close to the Pentland Brand (sportswear) main building. It is situated in the central area of Finchley in the London borough of Barnet. A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 08:30 until 18:00 for 51 weeks a year. All children share access to a secure enclosed

outdoor play area.

There are currently 42 children from 3 months to under 5 years on roll. Of these, 4 children receive funding for nursery education. The nursery serves Pentland Brand staff and the local community.

The nursery employs 12 staff members. Of these, 6 members, including the manager, hold appropriate early years qualifications, and 3 members are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from varied and nutritious meals, and the nursery takes account of the parents' wishes and children's preferences to provide food that meets their dietary requirement. Babies' milk feeds are brought into to the nursery daily and safe arrangements are made to store and re-heat their feeds appropriately. Children have access to drinking water, but at times the unavailability of cups does not always enabled them to make healthy choices. Children have many opportunities to participate in daily outdoor play to help develop their physical growth and skills, and babies and toddlers are offered regular music and movement sessions.

Children are generally independent in self-care skills and attend to their personal needs with minimal adult support. They have a reasonable understanding of the importance of washing their hands. Suitable first aid procedures are in place. Staff have attended first aid courses and are able to them to administer first aid to children. Children are mostly protected from cross infection as staff members wear protective clothing to change children's nappies. They wash their hands before preparing food and serving it to children. However, there are some inconsistencies in staff practices for maintaining cleanliness during nappy changing. Overall, the level of floor cleanliness inside the baby and toddler rooms is insufficient and poses a health risk.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around safely, freely and independently because staff identify and minimise potential hazards through regular risk assessments. Children access the garden on a daily basis and enjoy outdoor play. They select most activities and toys, which are stored at a height they can reach. Children are beginning to understand the reasons for evacuating the premises in a safe way as they regularly participate in fire drills. Staff members give priority to help children understand how to keep themselves safe when playing indoors and outdoors. Toys and equipment for all children conform to health and safety standards and are mostly appropriate for their age and stage of development. Staff members carefully monitor and supervise babies and ensure that younger children choose safe toys.

Staff members also have a secure understanding of child protection policies and procedures, which safeguard and promote the children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies develop a sense of trust and security because they are looked after by key members of staff in familiar surroundings where they are given individual time and attention. Babies, supported by adults, begin to explore their environment using their senses. They handle different materials, shake rattles and smell floral bags. Toddlers learn to be creative through discovery. They experiment with different materials, movements and sounds in activities such as handling dried grains and glitter, listening to action rhyme-songs and moving their bodies to music. Most of the younger children enjoy and take an active part in games, music, movement and creative activities. However, they sometimes lose interest quickly because some activities are not pitched at their level of understanding or ability.

Nursery education

The quality of teaching and the children's learning are satisfactory. Children are generally happy and contented throughout the day, and many form positive relationships with their peers. Children concentrate reasonably well during the activities they have chosen, especially when group activities are challenging. Older children attend to their personal hygiene with minimal adult support. They start to care for living things; they feed the goldfish and observe how sunflowers grow from seeds. There is some labelling of resources in the room, and children show an interest in writing. A few of them attempt to write their name. However, in these areas of learning, there are limited planned opportunities to develop their skills further. Some 3-year-olds recognise the numbers 1 to 10 and several of them can count beyond 15 accurately. However, not enough encouragement is given to help children develop their counting skills further when using outdoor resources. Suitable resources, such as puzzles, game cards and floor markings are available, yet staff members miss opportunities to draw the children's attention to pattern-making in the sand and to measuring water in containers.

Staff find out about children's skills, abilities and interests from the start. They gradually build on this information through regular monitoring and assessments of children's progress. This information is mainly used to inform planning. However, staff members sometimes give slightly less attention to the different learning needs of the children, which occasionally hinders the more able children from reaching their full potential. Overall, children make satisfactory progress in most areas of learning, apart from that of mathematical development.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals because staff members follow daily

routines as discussed with parents. Children begin to recognise each others differences as they play and work together. Their behaviour is generally good. There is a basic range of resources to promote children's positive view of the wider world. Children are steadily gaining confidence as they make some choices and decisions about activities they wish to participate in.

The nursery actively develops positive relationships with parents through regular verbal and written exchange of information. This means that parents are kept fully informed about their children's care, progress and achievements. Parents express their satisfaction with the quality of care and education provided.

Organisation

The organisation is satisfactory.

The registered person generally uses an effective recruitment procedure, and staff members are vetted for suitable qualifications. Currently, the system for keeping staff records, and the notification of their suitability, needs to be improved. The induction programme ensures that all staff members familiarise themselves with company policies and procedures to promote children's care, learning and safety. The deployment of staff supports the care, welfare and learning needs sufficiently, and contributes to the continuity of care.

The quality of teaching has some weaknesses coupled with a number of strengths.

Staff are friendly, listen to children and value their individuality. They are calm, warm and offer children varied outdoor experiences. However, their limited knowledge of the Foundation Stage does not always allow them to extend children's learning when using wider resources. It does not provide additional challenges for those who are more able. The manager is fairly new and is currently monitoring and reviewing childcare practices, the planning of the curriculum for 3 and 4-year-olds and the organisation of parents' meetings. The management team is committed to children's safety in and out of the nursery. It has put measures in place to make further improvements. Overall, the provision meets the needs of the children.

Improvements since the last inspection

This is the nursery's first inspection under the current management.

Complaints since the last inspection

Concerns were raised on 18/11/04 regarding National Standards 1: suitable person, 2: organisation, 3: care, play and learning, 4: physical environment, 5: equipment, 8: food and 12: partnership with parents. An unannounced visit was made by Ofsted on 16/12/04. The issues identified by the complainant were discussed and observations were carried out in the nursery. No evidence was found that the National Standards had been breached.

Concerns were raised on 20/05/05 in relations to National Standards 7: health and 8: food. The registered person was asked to provide details of how risk assessments, ensuring that hygiene standards are maintained, are carried out. They were also asked to provide details about what parents are told regarding the kind of diet their children get. This was received and the report was satisfactory. As a result of the investigation carried out by the provider, recommendations were made to improve their practices, policies and procedures. No evidence was found that the National Standards had been breached.

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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):

- further improve hygiene procedures in the babies and toddler rooms, and ensure that hygiene practices in nappy changing are consistent throughout the setting and in line with policies
- provide a wider range of activities in order to meet the developmental needs of children from 2 to under 3 years
- further develop systems for keeping up to date staff records, and ensure Ofsted are notified of the suitability of staff employed

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):

- improve staff knowledge of the early learning goals in all areas of learning
- implement the planning system to clearly identify the learning intention of activities, the role of staff, and grouping of children. Also, provide regular opportunities for children to develop early reading and writing skills
- maximise opportunities for children to count and develop mathematical ideas within planned activities and daily routines

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