

# Nightingale Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	147590
<b>Inspection date</b>	03 December 2007
<b>Inspector</b>	Julia Louise Crowley

<b>Setting Address</b>	23 Victoria Road, Barnet, Hertfordshire, EN4 9PH
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<b>Registered person</b>	Margaret Collins
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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?

Nightingale Nursery is run as a family business. It opened in 1997 and operates from a purpose-built building. It is situated in Barnet in the London Borough of Barnet. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 46 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 41 children aged from two to under five years on roll. Of these 10 children receive funding for nursery education. The nursery supports children with special educational needs, and also children who speak English as an additional language, however, currently there are no children attending.

There are four staff with Level 3 qualifications in early years child care and education, one member of staff has a childminding Level 3 qualification and one is unqualified. The nursery has a cook and the provider's husband works at the nursery to provide extra support as and when needed. The nursery is part of Barnet Early Years Childcare Planning Group and therefore, accesses local authority training and support from an advisory teacher.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children have a good understanding of simple health and hygiene practices. For example, they enthusiastically wash their hands and use the soap and towels independently. They know to use their own individual bedding and cups so as not to spread germs. Practitioners support children's understanding by using resources, such as visual aids on the walls, and giving gentle verbal reminders.

Children successfully stay healthy because practitioners follow current and up to date environmental health and hygiene guidelines. For example, a thorough risk assessment is completed prior to the arrival of children. In addition an initiative by the Food Hygiene Department has been implemented called 'Safer Food Better Business'. This ensures that the correct standards of hygiene and health are incorporated in to the nursery's daily routines and effectively maintained.

The provider has all necessary policies and procedures in place for example, medication and accident records, and consent for emergency treatment. Practitioners are aware to record even minor accidents and to share these records with parents, consequently, children's health needs are competently catered for and parents are fully informed.

Children are well nourished as they are introduced to a wide range of healthy well balanced meals. The nursery cook has a thorough knowledge of the nutritional values of different foods. She is extremely enthusiastic and this is demonstrated in her tasty, interesting and creative menu plans. For example, children enjoy flaked tuna in zucchini carrot sauce served with wheat spiral pasta, cheddar cheese and fresh cucumber. Mealtimes are a valued time for social development and expanding children's knowledge of healthy food. Care is taken to ensure that each child has their own individual place mats and cups. Fresh flowers are placed on each individual table creating a relaxed and social setting. Children chatter with each other and practitioners discussing the flavour, texture and goodness of the foods that they independently serve themselves.

Children enjoy a wide range of physical activity and make good use of the outdoor nursery grounds. For example, children can access a grass area or a paved surface where they can ride on bikes and large mobile toys. In the summer the activity tables, water and sand become a permanent feature and children move fluidly between indoors and outdoors. Children consider how their bodies work and know that when it is cold, they must wear their gloves and hats. Fresh air is effectively promoted by practitioners, consequently, children thoroughly enjoy using the outdoor facilities on a daily basis. Indoors children increase their ability to balance and develop their coordination by opportunities to interpret stories and songs through movement and dance. For example, children act out in time to the music 'We're going on a Bear hunt'. They also have opportunities to manipulate silk scarves in the air, take part in exercise sessions and work together when using the large parachute.

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

The provision is good.

Children move confidently around the bright, welcoming learning environment both inside and out making choices about their play. Walls are covered with children's creative work and

informative visual aids. For example, photographs of the children show each part of the day to support children's understanding of the nursery's routine. Space is well organised and used effectively to allow children opportunities to engage in a varied range of activities. Parents enjoy a well presented notice area which is full of current information and updates, consequently, they are included and well informed.

Children use a wide range of suitable and safe equipment because practitioners take responsibility to monitor and maintain all equipment throughout the day. Children freely access all play equipment and resources from safe display cabinets, drawers and boxes all at child level. The provider completes regular checks on all gas, electric and portable appliances, consequently, children's welfare is maintained.

Comprehensive policies and procedures, implemented well by practitioners, ensure children's safety. Daily risk assessments are undertaken before the session begins to check the premises are safe, however, this does not currently include recording of action taken to rectify any concerns. Security is a priority, staff supervise the door when children arrive and depart, this is then locked to prevent them leaving the premises unsupervised.

Children learn to keep themselves safe. For example, they are reminded that they must not open the door by themselves and must be careful when using knives and scissors. The provider has devised systems that further promote the children's safety, such as sound collection procedures and an emergency evacuation drill. These are practised regularly meaning children are familiar with the procedure to follow if they have to leave the nursery in an emergency, however, risk assessments of the procedure are not completed.

Practitioners show good knowledge and understanding of child protection issues which helps them protect children from harm and neglect. They are clear about appropriate procedures to follow if they have concerns regarding a child's welfare. Appropriate policies and procedures are in place and easily accessible.

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

The provision is outstanding.

Children are extremely confident, enthusiastic and well motivated to explore the wide range of easily accessible resources and activities. They independently make choices on arrival. For example, some children decide to measure out different grains and pulses and consider whether they are heavy or light. Younger children who are a little reluctant to be separated from their main carer, receive very good support to help them quickly settle and become involved in the session. For example, a child is placed in her favourite area of the room and allowed time to adjust to her surroundings and join the group with her key worker. Children are consistently well occupied, demonstrate good self control and are able to concentrate for short periods, for example, when listening to a planned story. They have good social skills, share resources very successfully, such as when playing together with wooden bricks, and are able to take turns.

Children have formed very positive relationships with peers and practitioners. They benefit from practitioners knowing them extremely well and having an awareness of their home circumstances. Children are very self assured. They successfully develop their self-care skills through practical activities, including pouring their own drinks at meal times and taking turns to show and tell in circle time. They appear relaxed, at ease and demonstrate good self-esteem.

Activities are fully inclusive. Each planned activity is successfully adapted by the staff to enable the youngest children, who have not yet started on the Foundation Stage curriculum, to participate. They benefit from the exceptional care and attention they receive in the setting. Children are listened to and acknowledged as individuals, which helps to support their developing confidence and sense of belonging.

## Nursery Education

The quality of teaching and learning is good. Practitioners have strong knowledge and understanding of the Early Learning Goals which enables them to effectively plan a successful range of topics and activities. Children are successfully challenged as practitioners use their thorough observations to move them to their next stage of learning. Practitioners demonstrate a thorough knowledge of the children within the group which begins with information obtained from the parents at admission. Comprehensive information is collected prior to the child settling and children are able to take time to adjust, consequently, funded children's interests and individual needs can be effectively implemented within the activities.

Children are confident to try new activities, suggest ideas and speak in a familiar group. For example, children gather on the carpet and take turns opening the advent calendar. Children confidently consider and discuss whose turn it is and chatter about the chocolate shape behind the number. They work as part of a group and take turns, sharing fairly. For example, children show and tell the contents of their bag and watch in delight as one child pulls out her 'flying reindeer'. Children have good personal independence and are able to make choices about whether they need to take a drink from the water dispenser, use the bathroom or choose from the activities available. They understand that people have different needs, views and beliefs which need to be treated with respect. For example, children acknowledge the Diwali festival. They listen to the story and make pictures depicting the festival of light.

Children listen and respond with enjoyment and attention to stories, rhymes and songs. Children spontaneously break into song and practitioners join in as they begin to sing 'The wheels on the Bus' and 'Wind a Bobbin Up'. Children link sounds to letters, naming and sounding letters of the alphabet. For example, children discuss the names on their place mats and match words that begin with the same sound as their names. They enjoy small group story times, looking at books independently, and can retell stories to others. Children's literacy is encouraged effectively. They know the names and sounds of many letters of the alphabet and are beginning to write.

Children use language to describe and compare shape, position, size and quantity. For example they count how many scoops it takes to fill the container with beans and shout out when they have the shape to complete their lotto card. They recognise a circle, triangle, square and rectangle. Children begin to relate addition to combining two groups of objects and subtraction to take away. For example, children count their dried cranberries at snack time and subtract as they eat them.

Children increase their understanding of the world around them through themes, such as 'About me'. They contribute by bringing baby photos of themselves and discuss how they have grown over time. Growing and time are again reinforced when children begin to plant their own beans in soil; they learn about the importance of feeding and caring for them so that they are strong and grow.

Children like to cook and their understanding of different cultures and types of food eaten is widened by the variety of ingredients and recipes used. For example, children dip fruit into the honey which represents a sweet new year for the Rosh Hashanah Festival.

Children enjoy participating in the various creative activities that are planned for each day. These sometimes run over a few days as children, for example, make, paint and decorate Christmas decorations. They use a wide variety of materials, such as clay, fabric, paint, wood, recycled materials and chalks.

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

The provision is outstanding.

Children are extremely well cared for by practitioners who work with parents to meet the children's individual needs. For example, children receive thorough individual care because their needs and circumstances are well known to practitioners. Time is spent with parents initially in order to create a comprehensive profile of the individual children's needs. Parents receive copies of the policies and procedures to ensure all relevant information is shared with them. A range of consent forms covering a variety of events, such as using sun cream, taking photographs and going on public transport, ensure that parents' wishes are met. These systems contribute to building strong partnerships with parents and successfully promote consistency of care. The partnership with parents of children who receive nursery education is good.

Children feel a strong sense of belonging because the provider creates a homely comfortable setting. Children enter the room and move towards familiar tables and areas. For example, the book area consists of a large comfortable sofa with cushions and rugs, children relax and chatter to one another as they arrive and find a space on the sofa. Photographs and creative work hang from the ceiling and walls. Children point at their individual work and gain confidence in their achievements.

Children have a thorough understanding of responsible behaviour, such as not running indoors and waiting their turn at the water dispenser. Practitioners reinforce good behaviour during circle times using books, songs and talking about experiences that the children have had. Children are extremely focussed when practitioners speak and are quick to begin any tasks that they decide to complete. They work harmoniously with others sometimes singing and giggling as they play.

Children bring in photographs from home and children's parents are encouraged to contribute ideas and to do activities with children that reflect their own backgrounds. The resources and environment reflect the cultural diversity of children extremely well and positively reflect disability and gender roles. Children's social, moral, spiritual and cultural development is appropriately fostered.

Children listened spellbound to a story of a giant and shriek with delight when the practitioner turns the page to reveal another illustration. Children enthusiastically talk about how they would feel if they met a giant and what they would do. They listen patiently to each other's contribution and remain focussed throughout the story.

## **Organisation**

The organisation is good.

Children benefit from the consistent care of a very experienced and well-qualified staff team. Practitioners are committed to developing their skills and to constantly improving the quality of provision. They are very reflective in their practice, and constantly monitor quality and make improvements, which enhance children's learning and development. Practitioners are supported by the provider through informal team meetings and appraisals. Regular team meetings and one to one meetings with the Manager where information and practice issues can be discussed do not take place. Practitioners do not have regular structured opportunity to spend time as a team or in one to one with the provider.

Children develop a secure sense of belonging because the daily running of the nursery is well organised and the key-worker system means that practitioners know the children well. All required documentation regarding the care of children is in place, it is current, well organised and appropriately stored with an awareness of confidentiality. Children enjoy playing in a safe and very attractive environment, where time, space and resources are used effectively, to meet their needs.

Leadership and management of nursery education is good. Practitioners are knowledgeable about the Foundation Stage curriculum and use observations and assessments effectively to evaluate how children are progressing towards the early learning goals. These are then utilised to affect future planning and specifically, to identify how individual children will be helped to move on. The manager works closely with the advisory teacher to monitor the curriculum and the impact on children's individual progress. 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 develop the key worker system and grouping of children and to obtain written permission from parents to administer medicine. The nursery has successfully implemented a key worker system that enables parents to be fully informed and for children to receive continuity of care. In addition written consent from parents to administer medicines is obtain and a thorough recording system is in place to record all medicines administered. Children's needs are safely met in accordance with parents' permission and parents are kept fully informed.

## **Complaints since the last inspection**

Since the last inspection there have 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

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 risk assessment of the fire evacuation procedure and health and safety procedure and include action taken to rectify

#### 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 opportunities for practitioners to regularly meet as a team and one to one with provider

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)