

The Hollies Nursery

Inspection report for early years provision

Unique Reference Number	EY255877
Inspection date	13 March 2008
Inspector	Naomi Brown
Setting Address	Hollies Hall, Nursery Road, South Gate, London, N14 5QD
Telephone number	020 8886 8750
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Registered person	Deborah McGrath
Type of inspection	Integrated
Type of care	Sessional 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 good.

WHAT SORT OF SETTING IS IT?

The Hollies Nursery School has been established for many years, however under the current registered person since 2003. The Nursery is located in Southgate and operates from a British Legion Building. The group operates within the large hall and has access to the toilets, a kitchen area and an outdoor play area. The group serves the local community and parents from other areas. There are currently 28 children on roll. This includes 22 funded three and four year olds. Children attend for a variety of sessions. The group opens five days a week during term time. Sessions are from 09:00 -12:30. There are eight full-time and part time staff work with the children, of these, five work with the children on a daily basis. Over half the staff have early years qualifications in childcare to NVQ level three. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as they have lots of opportunities for physical play. Children run around the large outdoor space energetically and receive plenty of exercise in their time at the setting. Children are able to identify that they have a runny nose and are reminded by staff to get a tissue and wipe their noses. This and sensible toileting procedures help them to take responsibility for their own personal care and health. Policies that relate to the health of children and staff are sensibly written and shared with parents so that they are aware of exclusion periods necessary to protect children from cross infection. There is a robust system in place to ensure that the setting has a continuously good level of cleanliness as staff and agency cleaners share the cleaning rota throughout the week.

Children bring food with them to nursery for snack time. The manager does discuss healthy eating with parents when they join the setting. However as there is no current written healthy eating policy it is difficult for the staff to ensure that all children bring healthy snacks with them which affects the nutrition that some children receive. This also undermines the setting's ability to limit the presence of foods in the setting that some children are allergic to. The manager is considering developing a written healthy eating policy so that all parents and carers are absolutely clear about all foods that are suitable in the setting. Children are able to take part in a number of activities and discussions that promote their understanding of a healthy diet. This helps them to understand the effect that nutrition has on their overall health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected in the setting as they are cared for by thoroughly vetted staff who demonstrate a firm regard for children's safety. Risk assessments are sensible and thorough and help to minimise all hazards for children, staff and visitors. Entrances to the setting are thoroughly monitored to ensure that unknown persons cannot enter the setting unaccompanied by a member of staff. Fire evacuation procedures are sensible and are practised regularly to familiarise all the staff and children with the process to be taken in the case of an emergency.

Children are able to move around the setting with confidence and are able to keep themselves safe. They remind each other not to run in front of each other. A safety chat with all children before they go in the garden also helps children to take responsibility for their own safety. All equipment is regularly checked by staff to ensure it is continuously suitable for children's use.

Children's welfare is safeguarded as staff have a firm understanding of signs and symptoms of abuse and neglect. Policies and procedures are securely written and ensure that staff have confidence to report concerns should they appear. This ensures that all children in the setting are protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the setting as they have access to a good range of equipment that they can access themselves. Resources are varied and attractively presented to ensure that children experience varied activities. On the day of the inspection children were concentrating

on a 'dinosaur' theme and children enjoyed making pasta bone pictures and reading books about dinosaurs, discussing the topic with each other and staff. Children demonstrate good levels of imagination as they dress up as different characters in the wide range of dressing up clothes. Staff ask children questions about their costumes, talking about the different characters they are representing to extend children's understanding and imaginative play. Staff consistently operate at children's levels which encourages them to involve staff in their play and offers many opportunities for staff to extend activities.

Nursery Education

The quality of teaching and learning is good. Children are progressing well towards the Early Learning Goals as they are taught by staff who have a good understanding of the Foundation Stage curriculum. Resources fully cover the six areas of learning. Children are able to identify a range of colours and shapes using displays on the wall and books in the book corner and readily access books and posters to manage their own learning. Children readily approach staff to help them play with play dough, taking pride in models and shapes that they have made. Staff encourage children to explore a range of materials. For example a child makes imprints in play dough with a toy helicopter and then with a car. The child and the staff member discuss the shapes that they have made in the dough and what else these shapes could represent, for example animal tracks. This demonstrates that children are able to make links between shapes and marks that they have made and more abstract concepts. Children are confident speakers and use a wide range of words to describe their actions, thoughts and feelings. There are ample opportunities for children to develop their physical skills, both in the well stocked outdoor area and manipulating cutters, puzzles and threading materials.

Plans for the Foundation Stage clearly cover the six areas of learning. Plans demonstrate the good range of interesting activities that staff plan to help children learn and progress and identify the next necessary to help children progress. However plans do not demonstrate differentiation for individual children's learning needs and this limits the settings ability to fully progress all children. Staff take observations of all children that are used with examples of children's work, to compile books that offer accurate snapshots of their progress. However it is not clear how these observations inform Foundation Stage plans which impacts on the settings ability to fully extend children. All staff have the opportunity to make contributions to plans and observational records which is useful as staff demonstrate a good level of knowledge of individual children. This helps plans meet the overall requirements of the group.

Helping children make a positive contribution

The provision is good.

Children are learning to share. They warmly congratulate others for their achievements and present each other's work to members of staff. Children who are upset or subdued are warmly comforted by staff and are encouraged to join in with the rest of the group which helps them develop confidence. Children are learning about their wider surroundings as they have access to a good range of positive images and activities that deal with different cultures, religions and abilities. Children's social, moral, spiritual and cultural development is fostered.

The setting has experience in caring for children with English as an additional language. The setting's inclusive and welcoming attitude towards all children ensures that the needs of all children can be met. This is also evident in policies and practice relating to children with learning difficulties and/or disabilities. Staff at the setting are flexible about the care they can provide and are willing to make any possible adjustments to cater for children's individual needs.

The partnership with parents and carers is good. Links with parents are strong. Written agreements support continuity of care and help to set parents' expectations of the education their children receive. There are a number of effective steps in place to provide a continuous dialogue between parents and the setting and parents are able to make a number of contributions towards their child's education. Newsletters and scrapbooks of children's work help parents to become experienced with activities their children are experiencing. This continuity of care has a positive effect on the achievements of children in the setting.

Organisation

The organisation is good.

Children benefit as they are cared for by a well-established staff team who undergo a process of continuous assessment to ensure their consistent progress. Recruitment and appraisal systems are strong to ensure that all staff are suitable to care for children in the setting. The manager is considerably experienced and this is reflected in the good operational plan that is in place at the setting. Staff are consistently aware of their roles and responsibilities and this helps them to provide a warm and secure environment in which children can develop and learn. Overall the setting meets the needs of the children for whom it provides.

The leadership and management of Nursery Education is good. The manager involves staff in the planning and monitoring of nursery education for all children. This benefits children as staff can contribute their knowledge of individual children's to activity plans. Educational activities are monitored on a regular basis and this helps to ensure continuous improvements in the provision.

Improvements since the last inspection

At the last inspection a recommendation was raised regarding the provider's knowledge of the responsibility to notify Ofsted of serious injury, death and infectious diseases. The provider demonstrates a good understanding of the need to notify Ofsted of a range of significant events including serious injury, death and infectious disease and this is reflected in a range of policies and procedures. This improvement has a positive impact on the continuing safety of all children in the setting.

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.

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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):

- consider developing a healthy eating policy to share with parents so that all children experience a healthy diet

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):

- consider adapting plans to reflect how individual observations inform activities for specific children to improve.

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