

Queens Park Community Nursery

Inspection report for early years provision

Unique Reference Number	EY226998
Inspection date	09 July 2008
Inspector	Amanda Shedden
Setting Address	37 Macroom Road, London, W9 3HY
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Registered person	Westminster Childrens Society
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?

Queens Park Community Nursery opened in 2002. It is one of 12 settings provided by Westminster Children's Society, a voluntary organisation.

The nursery is situated in self contained premises with its own entrance at Westminster Adult Education College in Queen's Park, W9. It serves the local community and reserves some places for the college. It operates from 11 rooms including on the ground floor, the two to five year-olds' play room, milk kitchen, nappy changing room/ laundry, bathroom with three toilets, and outdoor play space. There are two gardens, one of which is sensory based for the children to play in. The Under twos room, nappy changing area, staff room, adult toilets and a disabled toilet are sited on the first floor.

They are registered to care for 42 children from birth to five years of age. There are currently up to 47 children on roll, this includes 15 funded three and four-year-olds. There is an integrated approach to provision for children with learning difficulties and/or disabilities and some children speak English as an additional language.

The nursery is open from Monday - Friday from 08.15 until 17.45 for 51 weeks of the year.

There are 11 staff members who work with the children. Most have early years qualifications. The Westminster Children's Society is an accredited NVQ Assessment Centre which provides staff with ongoing training and development opportunities leading to vocational qualifications in childcare and management. The setting also receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are offered a wide range of healthy foods that contribute to their good health. All food is made freshly on the premises where there is a six week menu plan. Staff and the cook are very well aware of children's dietary requirements and strategies such as having red plates and cups for those children ensures that everyone is fully aware; ensuring that children do not have foods that are inappropriate for them. Staff sit and eat with the children who have individual place mats that they have decorated for themselves making it a social occasion. Each table has a server and these children proudly lay the table and make sure that everyone on their table has enough to eat and drink. Children enjoy the food and frequently ask for seconds. Children are able to have drinks throughout the day preventing them from becoming de-hydrated.

Children's independence is encouraged, they pour their own drinks, take themselves to the bathroom, clear the plates after lunch and older children access tissues for themselves. Older children are able to take themselves to the bathroom to wash their hands at appropriate times; however younger children do not always have their hands washed before eating.

Effective procedures are in place if a child were to have an accident or needs medication. The majority of the staff have a suitable first aid certificate ensuring that a child would be dealt with quickly and appropriately if they were to have an accident. Parents are kept informed and only medication prescribed by a doctor is given to children and parents are required to give written permission to administer this medicine.

There are good hygiene practices in place when toileting young children and changing nappies. Staff wear aprons and gloves, mats are cleaned in between each change and nappies are put into a system that prevents spills. Older children that have accidents are encouraged and supported to change themselves.

Children have many opportunities to enhance their physical skills. Babies have enough room to practise crawling and walking, the resources and activities are appropriate for their needs and they are learning how to handle toys and books. They are beginning to use their bodies to dance and jump up and down. They try and repeat the hand movements linked to the familiar songs that are sung to them and use tools such as spades and paint brushes.

Older children have many resources and activities to enhance their physical development. They enjoy using the two outdoor areas, kicking balls, riding bikes and clambering up, over and down the climbing frame. They are becoming skilled at using scissors, cutting sticky tape and using glue as they use the modelling resources. They practise dressing and undressing as they dress up in party dresses or doctors outfits. They use the resources in the sand and water to practise pouring and measuring. They are making progress in their fine motor skills, handling small construction materials, tools and malleable materials safely, and with increasing control.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery provides a welcoming environment for children and their parents with photographs of the children and displays of their work. There are posters displayed, some have been made in the nursery showing letters of the alphabet and objects starting with the letter. Others are bought; all of which give the nursery a bright and vibrant feel. Children hang their coats below photographs of themselves giving them a sense of belonging.

The nursery is laid out to allow children areas to play in and space to manoeuvre around. All the furniture and equipment is suitable for the ages of children attending. Children under two can crawl or toddle around their room safely. Resources are offered for the children to play with either on the floor or on low level tables ensuring that even the youngest children can self select. Downstairs the older children have stage appropriate furniture and the resources are displayed on low shelving encouraging children to self select. The room is laid out to allow for different types of play, for instance a home and role play area, messy play area and book corner.

Daily risk assessments are undertaken to ensure all areas are safe for the children. The front door is kept locked and all visitors are required to show identification and sign in the visitor's book. However, they are not required to leave any contact details, which leaves the nursery unable to contact them if there was an emergency or if they needed to be contacted again.

Children and staff practise the evacuation procedure regularly ensuring they would know what to do if an emergency arose. All electrical appliances are checked annually and the resources are checked each time they are out to ensure they are safe for the children. Before going on a visit a member of staff will visit the venue and write a risk assessment that is shared with the staff and parents if appropriate ensuring the children are safe on visits.

Children's welfare is promoted as all staff are aware of their responsibility to protect children. They are aware of the procedure to follow and the agencies to contact if they had concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young children enjoy their bright and airy base room. They are able to choose and self select from a range of resources. They sit on mats and enjoy their singing sessions, choosing creatures from the box singing songs about them, for instance a child chose a snail and they sing a song about a snail, next child chooses a frog so they sang a song about frogs. The children try and copy the actions of the song; they laugh and respond to the songs and positive interaction from the staff. They are starting to use their bodies whilst singing Loopy Lou, putting their arms in and out along with the song.

The young children enjoy the interactive board of a farm that has been made for them and displayed at their level. The children can pull off and replace pictures of tractors, animals, the sun, the farmer and the duck from the pond and clouds. Staff speak clearly to the children encouraging their vocabulary saying individual words clearly when putting the pictures on the interactive board back up, children are praised for their efforts.

Young children are excited as they sit on a large mirror that has been covered in corn flour. They sit and stamp on it, enjoying the sensation of the flour on their bodies. Staff interact

enthusiastically. The children rub their hands in it, some braver than others, they dance and slide on it fascinated by the feel of it not noticing that they are covered in flour, some lying on it noticing their faces on the mirror through the flour. Staff sit and support the children and no pressure is put on those that don't want to as they walk around the room freely choosing from other resources, for instance a large box to climb in and out of, shakers, soft play bricks and sand. Staff converse with the children encouraging children's language talking and encouraging those that are able to name the children in the room or identify colours. They encourage children to count the wheels on the car singing songs to them. Staff know the children well knowing that some children will take their time before trying for themselves. Staff laugh and encourage the children with gestures and language indicating how much fun it is.

Children are given lots of cuddles, staff are positive in their interaction using a positive voice, laughing and supporting the children in all their play.

Records are kept on the young children linked; to their development. Staff have aims for the child's next stage which are shared with the parents; for instance they note the child's language abilities and encourage their vocabulary further through planned and incidental activities. They look at the provision and will make adjustments for instance, looking at the space children have to crawl and practise their walking.

Nursery Education

The quality of teaching and children's learning is satisfactory. Staff have an understanding of the Foundation Stage and how children learn. Staff undertake frequent observations on the children to identify their achievements. However, the tracking of these achievements has not been fully developed to ensure that staff are aware of each child's abilities enabling them to support children's progress at an individual level. Staff's interaction is positive, they do at times ask children open ended questions encouraging children to contribute their own ideas and knowledge however; this is not consistent resulting in the children not being sufficiently challenged and supported in their learning.

Children are interested and show good levels of concentration in their chosen activity. Children play well together; they share, take turns and converse with each other and the staff. They enjoy using their imagination during role play, they dress up to go to parties and discuss the food they are going to have; they dress up as doctors and paramedics finding other children and adults that need to be made well. They bandage people up and administer medicine to make them better.

Children's communication skills are developing well. Activities to encourage children to think and speak such as matching pairs and listening lotto are undertaken frequently. Staff's positive interaction with the children encourages conversation, every two weeks they concentrate on a letter and the sound it makes to increase their understanding. Each week children are encouraged to write a diary where they start by drawing a picture progressing, the most able children are able to form some letters and words. Children are encouraged by the resources around them to practise their pre writing skills from white boards to writing in the role play area. Children enjoy reading books in groups and reading to themselves. They know text goes from left to right and they handle books well. The nursery has a reading scheme which encourages children in their pre reading skills.

Children are beginning to gain an understanding of mathematical language, size and shape as they use resources such as puzzles, blocks for counting and weighing instruments. They count and measure in the water play and sing number songs.

They enjoy using their senses as they play with a range of textures and malleable materials. The resources are interesting from sparkly sand to a swamp made from glue and paint where they play with dinosaurs and other pre historic creatures. They enjoy the sensation of running the swamp through their fingers and watching the slime roll off the bodies of the creatures. Children enjoy their music and singing sessions, they sing familiar songs and perform the actions that go with them. They play the musical instruments some showing an awareness of time in their ability to sustain a steady rhythm.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing a strong sense of themselves as staff provide an environment where they are welcomed and encouraged to participate in all of the activities. They enjoy their time at the nursery gaining confidence and self esteem as staff praise and encourage the children for their efforts and achievements.

Children's behaviour is good. They benefit from the positive role models provided by staff and they respond well to adult intervention to care for the resources and each other. Staff praise the children, valuing them as individuals and encouraging positive behaviour. There are effective strategies in place which are shared with the parents if a child's behaviour is disruptive.

All children throughout the nursery have access to a wide range of resources and activities that reflect diversity. Areas within the nursery are identified with photographs of the types of activities for instance the role play area, these areas are labelled not only in English but in other languages such as Turkish, Japanese and French. All the children are learning Makaton sign language and it is used frequently by the staff to enable all children, whatever their abilities to communicate and feel included. Children's spiritual, moral social and cultural development is fostered.

Parents value the care their children receive at the nursery. Staff work together and share information about the children on a daily basis keeping parents informed about the type of day their child has had. The parents of young children are kept informed about their experiences through conversations and the white board explaining the day's activities. Parents are not however made fully aware of the nursery's policies and procedures. Parents are encouraged to take story books home to share with their children.

The partnership with parents of children who are in receipt of nursery funding is satisfactory. Parents are provided with verbal feedback of the day's activities; however this does not include their educational progress. They are aware that records are kept on their child but are not aware that they can see them when they wish or what their child's next goal is linked to the Foundation Stage.

Organisation

The organisation is satisfactory.

Children's care is supported by the organisation and routines of the nursery. Young children have their own play and sleep areas in the upstairs of the building with their own staff team

ensuring continuity of care for the under two's. Older children are downstairs in a well laid out room which supports their independence. The bathroom and gardens are adjacent to the play room. The deployment of staff ensures that ratios are maintained at all times.

All policies and procedures are in place. However not all documents are completed correctly. There is a complaints procedure displayed for parents to see however the complaints log is not easily accessible to parents. The staff team are suitably qualified and new staff have an induction period to ensure that they are aware of the setting's policies and procedures. There are robust recruitment procedures in place to ensure that people appointed are suitable to work with children. The setting meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. The nursery is supported by a senior management team who visit the nursery frequently to support the staff. The newly appointed manager is knowledgeable and has a clear vision of what she wants to provide for all the children who attend. The manager and senior staff work together to monitor the nursery to identify areas that are working well and those that need improving. Action plans are put in place to support the improvements that are identified. Appraisals are undertaken on all staff where training needs are identified.

Improvements since the last inspection

At the last inspection the nursery were asked to develop resources to reflect diversity. The nursery has improved its provision and each day children access resources and activities to reflect diversity. For instance children play with wok sets in the role play area, complete puzzles, dress up, look at books and play with musical instruments from around the world.

Complaints since the last inspection

Since the last inspection Ofsted received one complaint relating to National Standard 1: Suitable Person, National Standard 13: Child Protection and National Standard 14: Documentation. Concerns were raised regarding the actions of a member of staff and that a complaint to the nursery had not been addressed. Ofsted asked the provider to confirm what steps they were taking in relation to the concerns. Ofsted carried out an announced visit and found evidence that National Standard 1 and National Standard 14 had been breached in respect of availability of documentation and notifying Ofsted of significant events. As a result two actions were raised. The provider responded confirming appropriate steps had been taken to meet the National Standards. 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.

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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 parents are made aware of the nursery's policies and procedures
- ensure that visitors leave their contact details
- ensure that the complaints log is available at all times for parents to see
- ensure that all children have clean hands before eating

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):

- further develop the tracking of children's achievements to ensure children are progressing according to their individual needs
- ensure that the interaction with staff is used to support children's development and progress
- develop strategies to ensure that parents are aware of their children's ongoing experiences and progress linked to the Foundation Stage

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