

# Active Learning West Hampstead Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY360658
<b>Inspection date</b>	19/05/2009
<b>Inspector</b>	Caren Carpenter / Jennifer Devine
<b>Setting address</b>	88 Compayne Gardens, LONDON, NW6 3RU
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Active Learning West Hampstead Nursery is run by the Active Learning Childcare Company. The nursery was registered in 2008. The nursery operates from the ground and lower ground floor on a purpose built premises, in West Hampstead, within the London borough of Camden. Children have access to 12 rooms.

Access to the premises is via seven steps up to the door. There is a secure enclosed garden for outdoor play. The setting is open each week day from 07.30 to 18.30 for 51 weeks of the year.

The group is registered for a maximum of 110 children aged three months to five years. There are currently 97 children on roll, in the early years age group. The setting is registered on the Early Years Register. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery currently employs 41 members of staff, of these 33 hold appropriate early years qualifications. The group employs a chef and a chef assistant. The setting receives support from the local early years advisory team.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children make good progress towards the early learning goals. However, staffing arrangements are not organised efficiently to ensure safety and to meet the needs of all the children at all times. All children are valued as individuals and are warmly welcome into the setting. Policies and procedures promote an inclusive provision for children and children with learning difficulties and/or disabilities are well supported. Self-evaluation is in the early stages and the setting has identified some areas for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop methods for evaluation of activities to enable staff to assess if learning intentions have been met
- improve opportunities to enable children to have free access to outdoor play at all times
- practise regular emergency evacuation with the children to help ensure their safety.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that staffing arrangements are organised to ensure safety and meet the needs of all the children at

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all times(W2.3 Suitable people).

## **The leadership and management of the early years provision**

There are clear policies and procedures in place to protect children from harm. For example, sound recruitment and vetting procedures ensure that staff are suitable to work with children. Safeguarding procedures are in place and are in line with the Local Safeguarding Children Board. Effective security procedures ensure that children are safe and secure. Children play safely, both indoors and out. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. However, fire drill practices are not carried out regularly to ensure that children and staff are aware of the emergency evacuation procedure.

Although, children are forming loving and secure relationships with the staff, there are times due to the deployment of staff and the size of the group, staff are unable to fully meet the younger children's individual needs.

Staff organise the daily routine to ensure that there is a balance of adult-led and child-initiated activities through indoor play. Although, children have some opportunities to participate in outdoor play, this is available to them at set times and not fully allowing them to freely access outdoor play as they wish throughout the session.

Systems to monitor and evaluate the provision are in process of being further developed. The manager has a development plan in place in order to make changes and improvements that will have positive outcomes for children. For example, to continue to build healthy relationships with parents during organised evenings and workshops.

There is active involvement of all the staff in their planning meetings to discuss their ideas. Regular appraisal meetings with staff enable them to identify their own training development needs and monitor their performance.

The setting works effectively in partnership with parents and is proactive in identifying any additional help required for the children. Staff seek appropriate support from other professional agencies to ensure that each child benefits from a positive experience. Staff ensure that parents provide detailed written information about their children's individual needs including any disabilities, learning difficulties, medical or cultural and linguistic requirements. In addition, home cultures and beliefs are celebrated and staff use key words in their home languages to communicate effectively with the children. Children's individual needs are further met from using the quality range of equipment and resources in the well equipped sensory room. Parents are provided with good opportunities to attend regular parents meetings to meet with staff to discuss their children's achievements. In addition, parents are well informed about the setting and what their children do for example, through regular email, daily chats, displays including notices forum and

daily record provided for very young children. This helps them to be effective partners in their children's learning. Parents say they are pleased that their children are happy and are making good progress in their learning and development.

## **The quality and standards of the early years provision**

Children make good progress towards the early learning goals and enjoy their time in the setting. The growing understanding of the Early Years Foundation Stage and the early learning goals enables staff to help children make this good progress.

The planning is flexible, responding to children's individual interests, their starting points and their capabilities. In addition, staff effectively plan for individual children with the use of observations and assessments. Children's art work and drawings are displayed in their files and parents are welcome to view and contribute any significant information to support their children's development.

The planning of the learning environment is linked to the six areas of learning and enables children to play freely and spontaneously. However, activities are not evaluated consistently to ensure that the learning intentions are achieved.

Rooms are organised to allow older children to move from studio to studio and to participate in a wide range of exciting, challenging and interesting activities, such as active performing arts, music dance, drama, science and discovery.

Babies enjoy exploring treasure baskets as well as discovering and investigating the delightful sensory room. For example, they are developing a range of sensory skills, as they look and touch a range of colourful equipment. Staff provide good support and spend quality time supporting babies' play experiences. They sit together for their lunch at small tables and chairs which enables them to develop socially.

Children use language confidently, including those who speak English as an additional language, as a result of effective support systems, activities and spontaneous discussions. For example, they sit on the floor in preparation for a music activity and share their weekend news about visiting the toy museum and their time playing in the park. In addition, children are developing their early writing skills, they have good opportunities to write for different purposes and have good access to a range of writing resources which they select independently.

Children have good opportunities to make sense of the world and are able to participate in a wide range of activities that encourage their interest and curiosity. For example, they enjoy exploring, investigating and learning about the different planets, such as Pluto, Mercury, Earth and Mars and travelling to space on a space shuttle. In addition, they have good access to use information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being.

Children enjoy themselves during music session. They sing a range of songs, listen to staff playing the piano and show their delight playing their chosen musical

instruments and move excitedly to the rhythm of the music around the room.

Children are encouraged to develop a healthy lifestyle through the provision of healthy and nutritious organic meals and snacks that support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily and freshly prepared meals such as rice, mixed vegetables and fish. Children have good access to fresh drinking water which they can help themselves to when they are thirsty.

Children are well behaved because they are actively engaged in the interesting activities provided which are aimed at their individual interests. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff. Staff regularly praise and use positive language which promotes their self-esteem and confidence. Children are encouraged to develop a positive self-image. Staff are working well with parents to help children develop an understanding of their own cultures and those of others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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