

# St John's Wood Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY368138
<b>Inspection date</b>	20/08/2009
<b>Inspector</b>	Liz Corr
<b>Setting address</b>	70 Marlborough Hill, LONDON, NW8 0NH
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

St John's Wood Early Care and Education Centre opened in 2008. It is run by an established provider, Bright Horizons. It operates from a two storey building which consists of seven group rooms. It is situated in a residential area in St John's Wood in the London borough of Westminster.

The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

A maximum of 92 children may attend the setting at any one time. The nursery is open each weekday from 07.30 to 18.30 all year round. Children share two secure, enclosed outdoor play areas. There are currently 86 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 23 members of staff, of whom 16 are qualified and two are working towards a qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare and learning needs are well met because staff focus on their individual interests and abilities. Consequently, children are making progress towards the early learning goals. Partnerships with parents are successfully established and as a result they are well informed of their child's development. The setting is committed to providing an inclusive service where children's individual backgrounds are highly valued. Self-evaluation and continuous improvement are embedded into the ethos of the setting in order to provide good outcomes for children.

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

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

- continue to develop systems for planning, monitoring and assessing children's progress in the Early Years Foundation Stage
- continue to develop the natural play resources and activities for children under three years

## The leadership and management of the early years provision

The setting is securely led and managed. Systems for staff recruitment are well organised and ensure that all adults working with the children are suitable to do so. The manager is passionate about self-evaluation and continuous improvement. Consequently, successful monitoring systems are in place which enable the management and staff team to clearly identify areas for improvement. Consideration is also given to the views of children and parents. Consequently,

children are cared for in an environment where they make good progress in their development. A recent evaluation of their equipment resulted in the purchase of further resources reflecting positive images of diversity. Changes to the layout of rooms were also made to encourage children's independence skills. Strong support systems are in place through senior management systems and the local early years service. Staff are well supported through ongoing training and are involved in the process of self-evaluation. Consequently, they are motivated to provide good outcomes for children.

Clear policies and procedures underpin the efficient management of the setting. Consequently, staff are clear about their responsibilities. For example, staff understand their safeguarding policy and have regular opportunities to review their procedure during team meetings. Children are, therefore, well protected as staff know what to do should they have concerns of abuse or neglect. Organised systems ensure that staff are well deployed throughout the setting and children are appropriately supervised. Staff absences are well managed as the setting has organised a bank of staff who know the children well. An effective key person system is in place which provides children with security and a sense of belonging. This is further supported with a buddy system which means that children are provided with extra reassurance when their key person is absent as they are cared for by another familiar adult.

Partnerships with parents are very successful. Efficient systems have been developed to promote good communication with parents. For instance, each child has a communication book which is completed each day by the key person. This highlights their interests and progress each day; parents are invited to add comments to further promote the good communication between home and the setting. Furthermore children's profiles are easily accessible so parents can be regularly updated of their child's progress from staff's observations and assessments. Regular meetings take place with parents to discuss their child's progress on a formal basis and to update them of new initiatives at the setting. Parents are regularly consulted about their views and invited to make suggestions for improvement. Consequently, parents are involved which has a positive impact on their child's learning and development. Feedback from parents indicates they are very happy with communication systems and the progress their children are making.

Inclusive practice is a strength of this setting. The manager has enthusiastically organised a welcoming environment where staff focus on the individuality of each child. Children benefit from a culturally diverse staff team who speak a wide range of community languages. This helps to promote the care for children who speak English as an additional language and help them settle securely into the setting.

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

Children benefit from the systematic approach to observation and assessment which plans for their individual interests and needs. Consequently, staff know the children very well and offer good support to help them make progress in all areas of learning. Staff receive good training and support to develop their knowledge of

the Early Years Foundation Stage (EYFS) and as a result are beginning to develop imaginative ways to support children's individual learning styles. Staff maintain regular observations and assessments of children's development and the next steps in their learning. Consequently, children make progress towards the early learning goals. Records are always available for parents to access. This helps to promote their involvement in their child's learning.

The setting is very well equipped and organised so children can easily access play materials and make choices. Even very young children are learning to be independent as they enjoy tidying up their play equipment, putting their shoes away and learning to wash their hands. Children benefit from the positive relationships with the staff team and as a result, enjoy their time together. They are happily involved in a wide range of activities and staff provide good opportunities to support their learning. For example, they learn to count and develop their language skills as they take part in familiar action rhymes and stories. Staff reinforce their learning as they repeat familiar activities and remind children of their previous involvement using photographs. Very young children respond well to opportunities to promote their creativity. During painting activities they receive good support as staff talk to them about how the paint feels and draw their attention to the different colours. Babies respond well to singing sessions and are provided with musical instruments which they happily use as staff sing to them. Younger children have access to a range of natural play materials, although, the setting has not fully developed its resources for younger children to experiment and develop their natural curiosity. Older children are provided with many opportunities to develop skills for the future as they learn to construct a simple electric circuit using a battery, wires and small light bulbs. Children are also provided with good opportunities to link sounds to letters during everyday activities. Children are well supported by staff who use good questioning techniques that encourage children to talk about what they have learned. Older children are gaining confidence in their writing skills as staff praise them for their achievements and further promote their self-esteem as they email samples of children's writing to their parents which further promotes their involvement in their child's learning.

Children build good relationships with their key person and each other. When children move up to the next age group they are provided with a smooth transition as they gradually spend time in their new rooms until they feel secure. They are praised for their achievements and involvement in activities. Consequently, they are well behaved. Occasionally they become excited and begin to raise their voices but are gently reminded to use their indoor voices. They respond well to this positive approach to managing their behaviour.

Children benefit from the effective strategies in place to provide them with a clean and hygienic environment. Adults make good use of the hand sanitizers before they enter the group rooms. Children learn good hygiene routines as they regularly wash their hands throughout the day. They are developing good eating habits as they are provided with healthy meals and snacks and are able to easily access fresh drinking water whenever they need to. Younger children are provided with cups and bottles with their names and photographs attached. Their good health is further promoted as staff have useful information about any food allergies

they might have. Children are developing an understanding of a healthy lifestyle as they regularly play and learn outdoors in the fresh air. Older children have begun to grow their own vegetables in their outdoor area. Children are developing their physical skills as they have opportunities to run, jump and balance outdoors. Recent improvements for the older children have provided them with opportunities to use a larger outdoor play space which they have accessed through a neighbouring school.

Children are cared for in a safe and welcoming setting where staff have a good understanding of how to risk assess both indoors and out in order to promote a risk free environment. Children have frequent opportunities to learn about keeping safe as they regularly practise their emergency evacuation procedure.

## 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>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### 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>	2
How well are children helped to stay safe?	2
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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met