

# Fitzrovia Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY362472
<b>Inspection date</b>	06/07/2009
<b>Inspector</b>	Arda Halls
<b>Setting address</b>	Fitzrovia Nursery, Whitfield Street, London, W1T 4ER
<b>Telephone number</b>	0207 8348679
<b>Email</b>	
<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**

The Fitzrovia Community Nursery was registered in 2008 and is one of 18 nurseries run by Westminster Children's Society. It operates from one large playroom in a purpose built building in the London borough of Camden. The school is easily accessible with no stairs leading into the building.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children in the Early Years age group may attend the nursery at any one time and there are currently 32 children aged from eight months to under five years on roll. Of these, four children receive funding for nursery education. The scheme is open each weekday from 08:15 to 17:45 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery currently supports a number of children with learning difficulties and disabilities, and also supports a number of children who speak English as an additional language. The nursery employs six childcare staff plus a cook. All of the staff, including the manager hold appropriate early years qualifications. The teaching method used is children learning through play.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children clearly enjoy their time in the nursery. There are well organised arrangements in place to keep them safe and healthy. Staff plan effectively so that activities are well-matched to children's needs and interests. As a result, children are confident and motivated to learn. A good partnership exists between parents and other professionals which helps children to settle into the nursery. Self-evaluation is used well to identify areas for further development including how improvements are to be achieved.

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

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

- continue to evaluate children's work and activities to ensure assessment is useful in the next steps of learning.
- ensure premises are safe and secure, for example that hot water is regulated to a safe temperature

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

The success of the nursery is underpinned by strong leadership and management and a commitment to providing high quality care for children. There are competent arrangements in place for the recruitment and vetting of staff, this ensures that suitable people work with the children. Staff work well as a team and are provided

with a good range of opportunities for personal and professional development. This means that their contributions to the nursery are valued. Children are cared for in key groups according to their stages of development. There are good opportunities for them to interact with others of all ages throughout the day and this helps to build a real sense of community. Arrangements to safeguard children are successful, for example, all aspects of documentation are regularly reviewed and monitored so that they are completed correctly and kept up-to-date. Comprehensive risk assessments are in place covering all aspects of safety within the nursery, including keeping children safe in the event of a fire. However, the water in the children's toilets is hot to touch and compromises children's safety. This has minimal impact on children as staff are aware of the hazard and are waiting for the water to be regulated following the installation of a water pump in the adjoining playground. Most staff are aware of the indicators of abuse and know how to ensure any concerns are acted upon appropriately. Training in safeguarding children is planned in the autumn term to bring all staff up to date with the latest safeguarding children procedures. Senior staff are well trained in this area so that they are able to respond to any concerns in line with the Local Safeguarding Children Board procedures.

The nursery has established itself well and made considerable progress since registration. Effective monitoring of the setting together with an ongoing plan for improvement ensures the outcomes for children are good. Managers and staff all contribute to the assessment process and they take account of parents' and children's views. Parents take part in activities, for example, coming into the nursery to play musical instruments. This positive interaction between staff, parents and children helps create a good learning environment in which staff work closely with parents to ensure a good standard of care and education is provided.

For children whose first language is not English there is a good focus on supporting their ability to understand what is going on around them and to help them interact with others. This results in children feeling included and rapidly acquiring a competent use of the English language. Transition between the rooms in the nursery is done gradually and with the support of the children's key worker. This helps children to settle well and as a result children remain happy and confident in their key groups. Further transitional arrangements are being explored with a neighbouring Westminster Children's Society nursery to develop the best service for children of different age groups enabling children to be well placed to continue their learning.

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

Children are smiling and behaving as happy, confident and active learners. They clearly enjoy their time in the setting and form good relationships with their peers and adults around them. These secure relationships enable staff to know the children well and to use this knowledge effectively to plan activities that meet their interests and learning needs. Children learn to respect one another and their behaviour is well managed according to their age and understanding. Children are kind to one another and constantly occupied which helps promote good behaviour. Children often show care and concern for others and willingly share resources and

take turns at popular activities. Children confidently make their needs known and receive praise for their achievements, which boosts their self-esteem. Throughout the nursery children gain increasing independence and are encouraged to make choices and decisions for themselves. Children's routines at mealtimes help them to develop the skills to serve themselves deciding what they wish to eat. Their independence is further promoted as they scrape their plates and stack them safely at the end of the meal. Children of all ages rapidly develop the ability to communicate effectively with others. Babies benefit from sitting next to three-year olds as they copy their good eating skills. A good variety of activities in all areas of the nursery are provided. The nursery layout is well thought out, for example there are comfortable areas for children to sit and listen to stories and join in with singing, which promotes their communication skills. Staff routinely engage children in conversation and take time to listen to what they say. Children have lots of opportunities to make marks using a variety of media indoors and out. Staff provide many practical activities in each area of the room such as making and using dough, baking cakes and playing with sand and water. Children learn to use simple musical instruments when very young and delight in seeing how they can control the sounds made. Older children begin to operate computers and use these with confidence to support their learning.

All areas of the nursery are bright and well resourced. Children have lots of age appropriate, clean and interesting items to play with and see meaningful and stimulating displays within the room. The baby area is well organised and clean with soft carpeting to provide a suitable space for children who are in the early stages of gaining mobility. Children are free to make independent choices in what they do. For example, children help themselves to books and take these to read in a comfy area. Older children have lots of opportunities to use resources in ways that suit themselves, for example they are free to use toys in imaginative ways throughout the indoor and outdoor spaces.

Children dress up in colourful jackets from the dressing up rail, but decline offers of help with their buttons. They are given time to learn how to manipulate the buttons by themselves which increases their independence and gives them a good sense of achievement. This ensures that children's learning is firmly based around their own personal development. Creative activities are set out with paper and collage materials readily available. Children are adept at role play as they announce that 'soup is ready' and skilfully deliver bowls of water to the staff. Everyone participates in this play which causes a hush over the room as children stop what they are doing to watch the soup being delivered. This helps create a homely atmosphere which in turn makes children feel relaxed and absorbed in the day's activities.

Staff have a good working knowledge of the Early Years Foundation Stage (EYFS). They make good observations of children's achievements although assessment of children's learning is not fully explored. Staff work closely with the manager to prepare for each child's next steps so that children make good progress in their learning. There is a good balance of adult-led and child-initiated activities in all areas of the nursery so that children are happy and purposefully engaged throughout the day. Good use is made of the outdoor play area as well as the adjacent playground so that children have opportunities to be outside several

times every day. Staff are developing what is provided outdoors so that children have a full range of learning experiences. For example growing plants from seed is in the planning stage. Children enjoy being active, for example playing gently with a parachute as it cascades up and down to more boisterous activities such as riding wheeled toys and climbing on outdoor play equipment. Children learn about the wider world as they are introduced to customs and celebrations from other countries. Children are learning about diversity in meaningful ways. Children learn to follow good hygiene practices as good hygiene is encouraged and role modelled by staff. They enjoy and recognise foods that are good for them and through regular meals and snacks their nutritional needs are well met. Children learn to keep themselves safe, for example, they respect the wooden partition around the babies and navigate themselves carefully around the babies when they enter this area. They understand how to safely use equipment such as scissors and can explain how you can hurt yourself if you are not careful. Overall, the range of experiences provided for children in all areas of the nursery ensures their welfare is promoted and that they develop the skills needed for their future.

## 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?	2
The capacity of the provision to maintain continuous improvement.	2

### 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?	2
How well does the setting work in partnership with parents and others?	2
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