

RAF Stanmore Park Nursery School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

RAF Stanmore Park Nursery School was registered in 2000. The group operates from a community centre in Stanmore in the London borough of Harrow. Children have access to three rooms, a large hall and toilets. There is also a fully enclosed outdoor area for play. The group are self funded and are patronised by the Royal Air Force.

The setting is open five days a week term time only. Sessions are from 09.30 to 12.30. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children aged from two years to the end of the early years age group can attend at any one time. There are currently 27 children on roll on the Early Years Register. The nursery supports children with special educational needs and children who speak English as an additional language. The staff team hold appropriate qualifications and have relevant experience in childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit greatly from a child focussed environment which reflects their individual needs, interests and achievements. Effective mechanisms for constant evaluation of the provision means there is a clear focus to ensure continual improvement. Solid partnership working with parents ensures effective communication to support children's changing needs. Good links are made with external agencies and specialist professionals particularly to support children with learning difficulties and/or disabilities. Staff are good at recognising the individual learning styles of all the children and consider the needs of boys and girls attending.

What steps need to be taken to improve provision further?

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

- continue to enhance the arrangements for observations, planning and assessments to ensure all children particularly more able children experience consistently suitable challenges
- enhance the written risk assessment recording each time this is carried out, by whom, the date of review and any action taken to minimise identified hazards to promote children's safety at all times.

The leadership and management of the early years provision

Children benefit greatly from the strong leadership and the manager's clear vision for the nursery's continual growth and progression. The dedicated staff team work well together to ensure positive outcomes for children. Much emphasis on reflective practice means that essential details about the nursery such as the

policies and procedures are regularly updated to reflect changes in legislation and the way the nursery operates. The manager makes sure the process of self-evaluation considers the views of staff and parents to ensure their thoughts, ideas and opinions are well represented. A system of regular appraisal, team and individual support meetings, as well as peer on peer monitoring provide robust information about practice issues to help support collaborative improvement. This positive approach means that the ongoing actions plans for the nursery reflect well, how ongoing progress is collectively achieved. The manager is currently strengthening this system to include the views of children attending more clearly. The nursery receive good guidance and support from the dedicated committee who are clear about their roles and responsibilities.

Strong emphasis on continual progression means that staff training is a key strength of the nursery. Staff receive good support and encouragement to reflect on their development and the management responds by supporting ongoing professional training. As a result, many of the staff team are currently upgrading their existing qualifications. The key worker system is used well to ensure effective rapport building and solid relationships with children and their parents. Much detailed information about children's individual needs, circumstances and what they can already do is gathered upon entry. This includes clear information about children's cultural and language heritage in order for staff to plan a clear programme to meet well the individual needs of the children. The manager is currently exploring ways of including information gained from children at this time to add to the process. Parents receive lots of information from the news letters, that both the manager and the chair of the committee send out. Notice boards are used well to display pertinent and current information. Staff make sure they are available at the beginning and end of each session to provide parents with on going information about development and progress. Children are protected from harm by the clear safeguarding policies and procedures in place which staff are familiar with and can consult should they need to. There is a strong commitment to promoting inclusive practice, which is a well considered aspect of the provision.

The quality and standards of the early years provision

Children enjoy a wealth of interesting activities in a calm and purposeful environment, where they are busy having fun to ensure their progress. The key worker system is used effectively to nurture strong positive relationships between children, staff and parents. Staff make regular observations of children's interest and abilities across all six areas of learning. These are used to identify each child's individual learning priorities. Links between assessment and planning systems are evolving to ensure more able children in each area, consistently receive suitable challenges. Staff model learning well and provide children with lots of gentle support and guidance using open ended questions skilfully to promote their thinking and development. As a result, children are enthusiastic learners who are motivated by the range of stimulating hands on activities on offer. Staff are particularly skilled at nurturing positive behaviour, they behave as good role models and know the children well. They consistently offer lots of praise rewarding children's achievements for 'good listening' and 'good helping'.

Children are supported to learn at their own pace. They strengthen their concentration and coordination as they enthusiastically dig for worms in the garden. Staff encourage them to create the correct conditions by reminding children that they 'have to make a puddle'. Younger children learn important skills of sharing and participate well in cooperative play as they plant 'seeds and beans' together in the 'big trough'. Children persevere in their chosen activities as they successfully build tracks for their train and complete puzzles. They particularly enjoy investigating and closely examining objects with magnifying glasses, and delight as they notice how much 'bigger' it looks. Counting and problem solving form a regular part of the day, as they count the number of children in their group and how many cups and places at the table may be needed. Action songs and much mathematical languages used by staff, help children to confidently describe size, shapes and quantities. Children strengthen their coordination as they carefully scoop soil to make their 'potato head'. Older children are interested in measuring the changes that occur to the 'sprouted beans'. Children speak clearly and confidently with their friends and adults alike and enjoy sharing their 'daily news'. Staff are particularly skilled at making sure all children receive equal chances to participate. Children with English as an additional language, enjoy making sandwiches choosing their favourite fillings because staff take the time to talk to parents to continually revisit the list of words supplied to enable this. The effective use of music, posters and some dual language books enables all children to develop a secure sense of belonging. Equal priority is given to the needs of children who may only attend for a short time to ensure their needs are fully known and met. Staff also take account of the different ways boys and girls learn and make sure children's preferences are valued to raise their self-esteem.

Outings to the local parks and ponds form a regular feature of the group. Children learn how to stay safe as the staff consistently remind them what they need to do. They clearly enjoy visiting the ducks to feed them bread and learn about the wider world. Regular practice of emergency drills means children respond quickly to the alarm and staff help to support a swift evacuation. Staff evaluate potential risks before taking children on outings and make daily checks to the premises to keep children safe. A detailed assessment of risks is not yet fully in place to highlight and reduce all potential hazards. Children help themselves to a drink as they need and effective information supplied to parents ensure snacks and lunches are healthy.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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