

Highbury Community Nursery

Inspection report for early years provision

Unique reference number	131695
Inspection date	07/01/2009
Inspector	Catherine Greene
Setting address	15 Aubert Park, London, N5 1TL
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Highbury Community Nursery is run by a charitable company that was registered in 1985. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a large house in Highbury and has a fully enclosed garden for outdoor play. The nursery serves the surrounding area. They are registered for a maximum of 56 children. There are currently 79 children on roll, of whom 28 receive funding for early education.

The nursery is open Monday to Friday from 08:00 to 18:00 for 50 weeks of the year. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

There are 23 staff who work with the children, of these all hold appropriate early years qualifications. The nursery receives support from a mentor from the local authority.

Overall effectiveness of the early years provision

All staff work extremely effectively as a team to create a well-organised, friendly and supportive environment. Children are safe and secure at all times; they enjoy learning through play at well resourced activities, supported sensitively by caring key persons. Staff get to know the children well and this enhances the nursery's aim of inclusion, in particular in supporting those who may have English as an additional language or learning difficulties and/or disabilities. The valuable range of activities and opportunities, together with an enthusiastic and experienced staff team, support children's progress in all areas of learning. Good links through partnership with parents, the community and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met very well. Regular self-evaluation undertaken by the team of committed staff ensures that priorities for future development are largely identified and acted upon.

What steps need to be taken to improve provision further?

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

- the continued implementation of plans to improve the hygiene of the garden surfaces with particular regard to the woodchip and dust
- continue to develop the newly implemented planning and assessment system, having particular regard for how to use targets set for individual children, to influence the organisation of future activities.

The leadership and management of the early years provision

The effectively led team set in place, evaluate and fully implement all the necessary policies and procedures required to promote the welfare and education of young children. Ratios are very good, meaning that children receive a lot of adult attention to their individual needs. The manager and deputy demonstrate a clear commitment to ongoing improvements and have established clear links to gain support. Concise policies and procedures underpin nursery practice and are shared with the children's parents in an open and honest environment. Staff develop positive relationships with the children's parents and relevant information relating to the children's needs is sought prior to the children starting. This contributes to ensuring children's individual needs are met and inclusion is given a good level of priority as a result. Staff are well trained and as a result are able to plan for the children's needs using valuable observational work to support a range of interesting and well thought out activities. Their overall self-assessment accurately identifies their main strengths, especially in how well they work as a team, and aim to develop strong partnership with parents, other carers and agencies. They also recognise most of their weaknesses for themselves and take timely action or seek training and support to bring about improvement. Following the recent implementation of the Early Years Foundation Stage, staff have worked very hard to establish their planning and assessment systems. Although they continue to record children's achievements accurately, they have not yet finalised their planning format to identify how children's individual targets for future development and learning will be taken forward.

Children's safety at the nursery is given priority. Staff hold appropriate first aid certificates and undertake regular risk assessments on the environment, supervising the children closely. At the last inspection the provider was asked to make improvements, including taking positive steps to promote and ensure safety and hygiene, both indoors and in the outside area. This has been completed and standards throughout the nursery have been vastly improved. In addition systems have been put in place to ensure procedures are reviewed and that all staff and associates are suitably checked. Rigorous recruitment procedures and routine daily checks make sure that children are safeguarded from harm. Written risk assessments are reviewed regularly. The nursery manager ensures all staff attend training in safeguarding procedures and, as a result, they share information where relevant.

The quality and standards of the early years provision

Children are happy and settled, developing a positive disposition toward learning and exploring the world in which they live. The presentation of a wide range of good quality, safe resources to support core activities makes sure children gain knowledge across all areas of learning. Children's current interests or schemas are recognised and planned for. Staff review what activities are stimulating the most interest and are continuing to establish systems which build on children's ideas. Children take part in a large range of activities that actively promote their physical development. They play very enthusiastically in this area and all have proper

clothing to ensure that the garden is used every day. The garden has outdoor equipment to allow children to climb, balance and run; a good use of decking and pathways allows the children to use wheeled toys and there are other opportunities for children to dig, experience woodwork, play in sand, plant bulbs or grow other plants. All children have access to this area and all gain valuable learning experiences from it on a daily basis in all weathers.

Staff support children very well and facilitate play, for example, in the themed rooms. Children lead by deciding the focus with blocks and resources of their choice built around their current interests. In the soft play room, with a ball pool, children's confidence in their mobility soars with staff that encourage children's exploration very effectively. There is a balance of adult and child-led play and learning. The adult-led activities are short and to the point, making good use of time and learning through action songs and rhymes. Children's creativity is encouraged through access to a wide range of media and props in which children develop their imaginations.

Children enjoy and eagerly participate in a range of practical activities where they learn through their play. They model with clay, fill and empty containers with sand, and enjoy role play as astronauts where they negotiate roles with each other. Children make considered decisions, for example as they create spontaneous role play corners, talking to each other in their selection of space suits. Staff offer good levels of encouragement and communicate at the children's level using clear and open ended questioning and supportive comments. The children demonstrate an increasing inquisitiveness in their surroundings and are able to talk to staff about their ideas as a result.

Staff build good relationships with the children and provide good support to those children who may have English as an additional language or learning difficulties and/or disabilities. Children behave well and staff offer lots of praise and encouragement. The children enjoy using their cosy and well stocked book corners, listening to and reading familiar books. The children's individual interests, for example in planets and space, is readily extended by staff who find reference books, offer objects and encourage the children to talk about and draw what they see.

Children play in a well organised environment and effective measures are in place to promote their health. Clear procedures, understood by staff and shared with parents, include those for dealing with accidents and for administering medication. Staff encourage children and support healthy eating habits. They give good regard to keeping the children safe and effective safety measures are in place. Written risk assessments are regularly reviewed to address ongoing hazards which may occur.

Staff highly value partnership with parents, the community and outside agencies and this is reflected in the appreciation parents feel for the staff and how well the individual needs of children are met.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection, there have been no complaints made to Ofsted which required the provider or Ofsted to take any action.

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.