

# Melrose Nursery School

Inspection report for early years provision

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**Unique reference number**

EY380078

**Inspection date**

07/01/2009

**Inspector**

Deborah Jane Orchard

**Setting address**

St. Gabriels Church, Noel Road, LONDON, W3 0JD

**Telephone number**

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**Email**

**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**

Melrose nursery is privately owned. It opened in 2008 and operates from a church building in West Acton in the London borough of Ealing. It is registered to care for a maximum of 36 children from two years to six years at any one time. There are currently 22 children on roll, all of whom are in the early years age range. The setting is also registered to provide care on the compulsory and voluntary parts of the Childcare Register. The premises is on two levels, with toilet facilities available on the ground floor. All children share access to a secure, enclosed, outdoor play area. The nursery is open each weekday from 08:30 to 15:30 during school term time and the half term holidays. The nursery employs four staff, all the staff including the manager hold relevant Early Years qualifications. In addition, specialist music and French teachers work with the children for two sessions a week. The nursery receives support from the Local Authority.

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

The nursery provides good quality care and education for children in the Early Years Foundation Stage (EYFS). The setting ensures all children are included and valued as individuals. The welcoming environment and well equipped areas allow children to participate in and enjoy a wealth of interesting activities. Children benefit from the effective partnerships the nursery has developed with parents and carers. The setting is beginning to use self-evaluation to support them in developing the service they provide.

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

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

- review the procedures for hand washing to reduce any risk of cross infection

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

The manager and deputy manager are effective in leading the provision. They are actively involved in the setting, working alongside the staff. They are a committed team, who work well together to ensure children are happy, secure and progressing in all areas of their learning and development. Regular risk assessments are carried out and staff are proactive in checking all areas to help identify and minimise any potential hazards. Children are safeguarded as suitable procedures are in place and staff attend child protection training. The team are enthusiastic in developing this new nursery and share ideas of ways in which they can develop the provision. They are beginning to self-evaluate to help them to identify key strengths and any weaknesses. The well qualified staff team are effectively deployed to supervise and support children. There are suitable vetting procedures to ensure the suitability of staff. The team receive regular training opportunities, meetings and appraisals to ensure their continuous suitability and

development.

A range of comprehensive policies and procedures are in place, which are known by staff. This helps to ensure the smooth running of the nursery. All the required paperwork is in place and the policies are made readily available for parents. The documentation is stored securely to ensure confidentiality.

The staff are warm and welcoming to parents and carers, spending time talking to them each day. In addition, parents are able to attend regular review meetings to discuss children's individual progress with their key worker. The parents are provided with an informative notice board, communication books and information about the EYFS. The setting actively seeks the views of parents and encourages an 'open door' policy in the setting. Parents state they are very happy with the service they receive from the friendly and caring staff. They are pleased with the progress their children are making. The team are positive about working with other agencies to support children's individual needs and have formed links with the Local Authority advisory and support team.

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

Children are having fun in the nursery, spending their time purposefully as they engage in a variety of experiences. This helps them to progress in all areas of their learning and development. Children are supported well by the adults caring for them. The key worker carries out sensitive observations, which are recorded and used for planning the next steps in children's individual learning. Children's individual profiles are used to identify children's progress and contain photos of activities the children participate in. These are shared with parents. Children receive plenty of individual attention and support. There is a good balance of adult led and child initiated play on offer. The staff take time to prepare activities and engage well with the children. The resources are made accessible to allow the children to make choices and develop their independence.

Children explore texture as they mix and stir their cakes and whisk soap flakes with water, observing how the mixture becomes frothy. They use critical thinking skills as they talk about cakes changing in the oven and watch colour change as they add paint to the soap flakes. Children are confident speakers as they happily chat to each other. Adults support their language development by asking questions and extend their vocabulary by introducing new words. Children share their news at circle time and concentrate well as they become absorbed in stories. They have a lovely time in the well equipped outdoor area as they dig, plant and explore. They manoeuvre wheeled toys with confidence and negotiate space as they push buggies around objects. They have fun participating in yoga sessions and develop their large muscle movements as they climb and slide on large indoor apparatus. Children use small muscle movements as they fit pegs into boards and use tea spoons to scoop jam to decorate their cakes. Children are developing an understanding of technology as they use the computer mouse and keyboard with confidence to access educational programmes. Children use numbers during daily activities and are able to recognise numbers and letters displayed in the rooms. Children behave well in the setting, they understand how to keep safe as they are

encouraged not to run indoors. They help tidy up and play well together as they share and take turns in the home corner and pretend to go on a bus journey. The children are able to feel good about themselves and they receive plenty of positive reinforcement from the staff. Children learn about the lives of others as they access resources which positively reflect diversity in the community and celebrate different festivals.

The staff encourage children to regularly wash their hands. However, they currently share towels, which increases the risk of cross infection. Children help themselves to freshly prepared fruit at snack times and can access drinking water throughout the day. Children bring their own packed lunches and staff encourage parents to provide healthy options. Children are able to sit together to enjoy sociable meal times.

## 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

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](http://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

The provider confirms that the requirements of the voluntary 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**

There have been no complaints made to Ofsted since registration.

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.