

Sudbury Town Nursery School Ltd

Inspection report for early years provision

Unique reference number EY381600
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Inspector Katie Dempster

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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).

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

Sudbury Town Nursery School has been registered since 1997 and moved to new premises in 2008. It is privately owned and based in the ground floor of a building in a residential area of Greenford in the London borough of Ealing. The children have use of three play rooms, toilets, washing and nappy changing facilities. There is access no to an outdoor play area but children are regularly taken to local green spaces for fresh air and exercise. A maximum of 52 children under five years may attend the nursery at any one time and there is currently 35 children on roll. The nursery is open each week day from 08.00 to 17.45 for 50 weeks of the year. Children come from the local community. Children with special needs and also those who speak English as an additional language attend the setting. The staff team consists of 11 members, 10 of the staff, including the manager hold appropriate early years qualifications. The nursery also employs a cook who has completed a Food and Hygiene course. The nursery receives support from the Local Authority. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff provide a happy welcoming environment where children are cared for and valued as individuals. Children are confident, independent and enjoy exploring the stimulating environment staff have created. The setting has been very well set out, meaning children have access to a wide range of exciting and interesting resources and equipment, fully accessible to all the children. Improvements have been made since the last inspection and self-evaluation systems are effective in identifying the key strengths as well as areas for improvement. The setting has systems in place for the observation, assessment and planning for individual children, which with further development, will ensure children's next steps in learning are effectively planned for.

What steps need to be taken to improve provision further?

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

- develop systems for assessment and planning to ensure information known about children's development is used to record their progress and plan for their next steps in learning, in line with the Early Learning Goals

The leadership and management of the early years provision

All required documentation is in place, well organised and used effectively for the safe and efficient management of the setting. The staff team work well together and their combined experience, knowledge and skills benefit the children. A thorough written self-evaluation has been completed, covering all aspects of the setting's practice. Areas for development have been identified and managers are

committed to making improvements. They have been pro-active in seeking support and guidance and have made many improvements since their last visit from Ofsted. This has been highly beneficial for children's health and safety, and the educational programme has been extended across all areas of learning. Children's safety is of high importance and staff practise effective safety precautions with the children. For example, when taking walks with the children, they all wear high visibility jackets and ID tags which identify them to the nursery. The setting's environment is safe and secure; staff carry out daily safety checks and a formal written risk assessment is carried out annually. The setting have employed an outside agency to conduct a safety check report, this ensures the setting is of the highest safety standards. Clear safeguarding policies are in place, inline with current legislation.

A good partnership with parents has been established. Parents receive information about the setting through information displayed on the notice board, newsletter updates, and through verbal feedback from staff. New parents receive an information pack which includes some of the setting's policies and procedures, information about the setting, sample menus and information about the Early Years Foundation Stage and how the setting is implementing the framework. This information is easily understood and allows parents to link together other information they receive about their child's progress as well as their profiles which they receive when the children leave the setting. The setting has formed close links with local Early Years advisors and other professionals.

The quality and standards of the early years provision

Children are happy, content and enjoy their time at the setting. Staff have a good understanding of the Early Years Foundation Stage and support children's learning well. The learning environment successfully promotes children's progress towards the early learning goals. The setting has been carefully created to help children feel confident in directing their own play through choice and variety. There is a wealth of toys and resources available which are laid out attractively and easily accessible for children to enjoy. The setting has a separate baby unit specifically created to offer support to parents and young babies. The warm and well thought out environment has received recognition from their local early years, in the Centres of Excellence reports, for the setting's use of resources and its home from home structure.

Children are inquisitive as they explore the resources and are creative in how to play with them. Children enjoy talking to each other through a large piece of tubing, giggling as they listen to how their voices change. The well resourced home corner allows children to stretch their imagination, they have access to many real items which helps them to build on their ideas for role play. Children do not have access to an outdoor area, however children enjoy regular trips for walks around the local area and to the nearby park. Children enjoy looking at the fish pond along one of the routes, they excitedly point at the fish and talk about the bright colours. Staff have created an outside feel to the setting, children play with tree trunks, plant seeds and bulbs in the soil trays and play in the construction corner with the road signs and builder costumes. The setting has recently adopted

some pet African snails. Children sit fascinated by the snails as staff ask questions to extend their thinking. For example, 'these snails aren't from this country, how do you think they got here?'

Staff know the children well and use their knowledge of children's interests to inform planning. Staff are skilled at using children's interests to aid learning in other areas. For example, using children's interest in cars to make playing and learning in the sand and paint play more inviting. Staff make regular observations of the children and then use this information to identify possible areas for development for each individual child. Children make progress in their learning as this can be tracked back from previous plans, however, at present children's learning is not linked to their progress towards the early learning goals, meaning their next steps in learning are not accurately identified.

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