

Preston Multicultural Nursery School: First Steps to Learning

Inspection report for early years provision

Unique reference number	EY294864
Inspection date	29/01/2009
Inspector	Jennifer Devine
Setting address	114 Carlton Avenue East, Wembley, Middlesex, HA9 8NB
Telephone number	07932410431
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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).

Description of the setting

Preston Multicultural Nursery School: First Steps to Learning is owned by a private provider. It originally opened in 2002 and moved to premises at St Erconwald's church in Wembley, in the London borough of Brent in 2004.

The nursery has use of two rooms and there is an access to an enclosed outdoor play area.

The nursery is open Monday to Friday, from 08:30 to 17:00, all year round; except for bank holidays. The nursery is registered to care for a maximum of 36 children in the early years age range at any one time and currently has 29 children on roll. A number of children currently attending speak English as an additional language. The nursery employs six staff, of whom five hold appropriate early years qualifications. One member of staff is currently working towards an early years qualification.

The nursery is registered on the Early Years Register.

Overall effectiveness of the early years provision

Children are very happy and settled in the nursery as staff know their individual needs and interests well. The group is very well resourced and staff are knowledgeable in providing a stimulating and interesting environment to encourage children's learning. The staff team have self-evaluation processes in place to monitor the strengths and weaknesses of the setting and are in the early stages of recording this information. The nursery has made continuous improvements since the last inspection. Partnership with parents is effective and ensures good relationships are promoted which results in children making good progress.

What steps need to be taken to improve provision further?

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

- develop ways of including and displaying signs or labels in additional languages to assist with communication
- improve methods of evaluating activities to demonstrate that learning intentions are achieved
- re-organise large group times to ensure there is a manageable number of children.

The leadership and management of the early years provision

Robust recruitment procedures are in place to ensure all adults working with the children are suitable to do so. Staff have a good understanding of safeguarding children and know the procedures to follow if they were concerned about child protection.

All required documentation is maintained. Risk assessments are conducted and

reviewed regularly to ensure hazards to children within the premises and when outdoors are eliminated.

The staff team work very well together to provide an exciting learning environment. They meet regularly to discuss planning of the curriculum and ensure important information is shared. All staff have access to further training courses to keep themselves updated and extend their skills.

Partnership with parents is good. They are welcomed into the setting each day and staff are available to share any information. More formal meetings are held regularly to discuss a child's progress in more depth with the key person. Parents are given topic information which keeps them informed about their child's learning and gives ideas on how learning can be extended at home. Parents complete questionnaires regularly which ask for their comments and suggestions for improvements to the service provided. Children's individual portfolios are always available for parents to view if they wish to.

The quality and standards of the early years provision

The staff team have a good understanding of the Early Years Foundation Stage (EYFS), which means that they are confident in the delivery of the curriculum and support children's learning well. Children are very happy and settled within the setting. Staff are very aware of the needs of new children settling in and give them continuous support to help them feel secure.

The rooms are well organised and encourage children to develop their independence and move freely from one activity to another. Staff are highly skilled in planning activities based on first hand experiences that encourage children to explore and investigate. They eagerly take part in science experiments such as learning about liquids and solids, look closely at a snail using the magnifiers or find out what materials are attracted to magnets.

Staff work directly with the children, encouraging their learning all the time. They ask children appropriate questions to make them think and extend their vocabulary further. Children take part in large group times everyday where they have time to discuss any ideas or share their thoughts or feelings. They have story time in the large group but children at the back of the group have difficulty following the pictures when a small book is used and consequently lose interest.

The older/more able children have times for smaller group stories and thoroughly enjoy role playing well known fairy tales. For example, children are delighted in acting out Goldilocks and three bears. Whilst the adult read the story the children acted the parts, being able to confidently join in with well known phrases.

Children's knowledge was further extended by then moving on to a cooking activity where they could make their own porridge.

Children have daily planned opportunities to go outdoors or use the indoor hall if the weather is inclement. They have a great range of outdoor play equipment and children help themselves to resources such as hoops, balls, bean bags, bats, ribbons or play parachute games. They enjoy running around, balancing on the beams and carefully manoeuvring between cones. Children also enjoy going for walks in the community and have visited local places of interest such as the bakers and greengrocers.

The staff plan a theme which lasts three weeks and covers all six areas of the curriculum. They also take into account children's interests and ask them to

contribute with their ideas and what they would like to play with. However, staff do not effectively evaluate activities afterwards to ensure the learning intentions were achieved.

Children experience a wealth of activities to encourage their development, with lots of mathematical learning through out and good opportunities to use the computer. Children are skilled in their knowledge of how to operate a simple computer programme and work together, sharing and taking turns during these activities. Staff support children with English as an additional language well. A number of staff speak other languages and they obtain key words from parents. Apart from a welcome poster there are no signs or labelling in other languages or picture symbols to assist with communication skills.

The nursery promotes a healthy eating lifestyle. Children have a packed lunch provided from home and the nursery provides drinks of water or milk and various healthy snacks. Children cover topics on health and learn about why healthy food is important for the body.

Children learn about keeping safe. Regular fire drills are conducted which ensures children learn about the safe evacuation of the building. Children hold onto a long piece of rope when they are going to the garden or the hall which ensures they learn about the importance of staying together and not wandering off.

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 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.

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.