

Pentland Nursery

Inspection report for early years provision

Unique reference number EY280175
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Inspector Siobhan O'Callaghan

Setting address Pentlands, 224 Squires Lane, LONDON, N3 2QT

Telephone number 0208 970 2441
Email pentland@brighthorixons.com
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).

Description of the setting

Pentland Nursery opened in 1998 offering a workplace nursery for staff working close by in the Pentland main building and also for families living within the local community. The provision operates from a terraced house which has been extended to provide purpose built accommodation for children. There is access to an enclosed outdoor play area. The nursery is situated in a residential area of Finchley which is in the London Borough of Barnet. It is open each weekday from 08.30 to 18.00 all year round with flexibility for extended hours until 18.30 at parents' request. The provision is managed by Bright Horizons Family Solutions Limited.

The nursery is registered on the Early Years Register to provide care for a maximum of 35 children with no more than 21 to be under two years at any one time. There are currently 35 children aged from birth to under five years on roll, some in part-time places. There are 14 members of staff, nine of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time at the nursery as they have many opportunities to explore their own ideas as they become independent and active learners. Consequently, they are making good progress in their learning and development. Most aspects of children's personal welfare is given due emphasis, although hygiene procedures in the nursery are not robust and access to outdoor activities for babies is not consistently implemented within their routines. Children are respected as individuals as their home-backgrounds and cultures are embraced within this setting. The provision has established strong partnerships with parents which supports children's continuity of care. There are some positive self-evaluation processes evolving which help to promote improvements within the setting.

What steps need to be taken to improve provision further?

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

- improve babies opportunities to be outside and to get fresh air throughout the day
- improve children's access to information and communication technology (ICT), although a computer is available in the main playroom this is not used with children consistently.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all aspects of the premises and equipment are clean, this refers to rugs, soft furnishings and

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- resources (Suitable premises, environment and equipment)
- ensure there are adequate washing facilities in the children's bathrooms, this refers to the lack of warm running water (Suitable premises, environment and equipment).

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The leadership and management of the early years provision

The children are cared for by a warm and caring team of staff, the majority of whom have appropriate early years qualifications and experience to work with young children. Staff who do not have formal qualifications are fully supported to embark on relevant training sessions. All staff have regular opportunities to develop their knowledge and skills as they attend both in-house and local authority run courses. Thus, there is a commitment to self-improvement which in-turn improves outcomes for children. The provision has robust recruitment and vetting procedures in place to ensure that all people working with children undergo thorough checks to deem their suitability. Staff are able to protect children from potential harm or neglect as they demonstrate a competent knowledge and understanding of Local Safeguarding Children Board procedures. The provision has in place comprehensive records, policies and procedures which help to support the safe management of the nursery. Risk assessments are in place to highlight and monitor potential safety hazards within the provision. However, these do not effectively monitor and implement successful arrangements to ensure that the building is well-maintained and cleaned to a consistent standard.

Staff are generally well-deployed throughout the nursery offering children a balance of both adult-led and child-initiated experiences. Older children accommodated on the ground floor of the premises benefit from free-flow opportunities which allow them to move from their rooms out into the playground throughout most of the day. However, although babies have opportunities to develop all aspects of their learning, they do not have consistent access to fresh air and outside play experiences, consequently they do not benefit from these important opportunities that help to boost their all round well-being. The staff team organise a generally accessible and inclusive learning environment for children, resources are available at their level and therefore support them to make independent choices. However, some resources do look very tired and are in need of a deep clean.

The setting demonstrates that they can implement improvements to bring about positive changes for children. The manager of the setting has begun to implement formal self-evaluation systems which involve all staff and parents. She is able to reflect on the nursery provision and to demonstrate areas that are in need of improvement. Since their last inspection they have made significant in-roads in establishing their planning and assessment systems. Thus they are now effectively monitoring all children's progress and are focussed on individualised learning. It is evident through staff's planning and their implementation of activities and

experiences, that they have improved their knowledge and understanding of the early learning goals. Systems to manage staff's checks have greatly improved and are now fully accessible for inspection. The nursery has improved their nappy changing procedures to ensure that all staff follow consistent hygiene practices. However, general issues with regards to the hygiene of the building remain as an area for improvement.

The provision has established professional and warm relationships with parents. They are provided with good quality information about the early years provision and the experiences that their children are offered. Parents have an informative notice board and receive regular newsletters about what is going on within the nursery. Through discussions with parents it is evident that they feel well-informed about their children's achievements and progress. They have regular access to their children's assessment records and can discuss these with staff at any time due to the provision's open door policy. Parents' comments include:

'Communication is very good at the nursery, we receive detailed information about our child and it is clear that she is learning something new every day' and 'I am extremely happy with the progress my child is making, the staff are very warm and caring and the children are provided with good wholesome meals'. Staff gather useful starting points from parents before their children attend the nursery, this has a positive impact on the children's continuity of care and on their ability to engage within activities and experiences that already interest them. Overall these positive relationships support children's sense of security and belonging within the provision.

The quality and standards of the early years provision

Children are making good progress in their learning and development; they confidently explore a broad range of activities and experiences that clearly interest them and thus motivate them to learn. The staff team plan and organise an accessible environment for children which gives due emphasis to all areas of learning. However, children's access to the computer is not consistently planned for. Staff's secure knowledge and understanding of the Early Years Foundation Stage supports them in planning and implementing a generally inclusive experience for children which is geared towards their personalised learning. Although there are no children in attendance with additional learning and/or development needs, there are secure systems and partnerships in place with outside professionals to offer specialised support. Children's individual assessments are successfully utilised to inform their future learning opportunities, thus their ongoing progress is consistently mapped. This coupled with positive parental involvement ensures that children are appropriately challenged and offered lots of experiences that they particularly enjoy.

Children are supported by staff who are skilful in following their interests as well as extending their learning in a sensitive and natural way. For example, children are excited to share their news about how they have learned to do a roly-poly. They are eager to show off their new skills, and equally staff are quick to offer the suggestion of getting out soft mats so that this can be done safely. Children proceed to demonstrate how they can roll over and then roll their bodies

horizontally along the mats. Staff offer praise and encouragement and ask children if they would mind teaching their peers how to develop these excellent skills. This means that children's ideas are fully valued which in turn supports them to develop a positive self-esteem. Children exploring pattern making with a variety of resources including play-dough are encouraged to see what shapes they can make. Staff support them to learn the names of familiar shapes such as circles and squares and support them to count how many they have made in their patterns. Therefore, there are many opportunities to develop children's concepts of numbers and shapes in their environment.

Children's knowledge and understanding of nature is promoted through many hands-on practical experiences which are also given due emphasis in planning. For example, children are excited to water the plants and vegetables growing in the garden. They enthusiastically pour water into their designated digging area and hunt for worms and bugs. Staff are close by to offer encouragement and support. Children learn to respect one another as well as to acknowledge and value their differences as they participate in activities to broaden their understanding of the many different cultures and faiths within the wider community. Children have many opportunities to be creative and to develop their imaginations. They are keen to paint and draw, both in their classrooms and outside in the garden. Music and movement sessions are particularly energetic and exciting as children engage enthusiastically in these group sessions. Babies enjoy exploring both natural and man-made materials as staff plan a variety of experiences to develop all aspects of their senses.

Children are developing efficient communication, language and literacy skills; older children are able to articulate their wishes confidently whilst younger children make their wishes known through gestures. For example, toddlers make it clear that they want a story read to them as they find a favourite book and take this to an adult with a gesture that they would like to share this book with them. They are delighted when their requests are honoured and settle down comfortably to listen to the story. Children enjoy mark-making activities with a variety of writing implements. In the garden they enjoy chalking and painting, whilst inside children help themselves to crayons to create pictures and drawings of their choice. Children are learning many valuable social skills as they are encouraged to share resources and to be kind to one another. They are delighted to take on responsibilities such as laying the table for lunch time and serving their own food. This boosts their confidence and self-esteem as staff continually praise their helpful behaviour. The impact is that children are cooperative and behave well.

Children's welfare is promoted through many positive practices within their daily routines. They enjoy healthy and nutritious meals and snacks and remain well-hydrated as they help themselves to water, which is available in their rooms. Babies are offered refreshments continually throughout the day which include water and milk feeds which are prepared by staff in consultation with their parents. Children with severe allergies have their individual needs well met as the majority of staff has attended EpiPen training and are therefore able to administer emergency treatment when necessary. Children are developing an understanding of dangers and how to stay safe as staff continually remind them of potential hazards and what they must do in order to keep themselves safe. For example,

children remind each other of the importance of not running in the setting and of the rules that they must not walk around whilst holding scissors. The nursery is on a secure site and access to the premises is effectively managed to ensure that children are safeguarded. Children are developing some sound personal hygiene practices as they know that they must wash their hands before meals and after visiting the bathroom. However, the children's bathrooms have only cold running water which does not support them to wash their hands effectively.

Overall, children are happy and content within their environment; this is evident within the secure and trusting relationships that have been established with staff. Consequently the nursery is setting some secure foundations for children's future learning.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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?	3

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