

Budding Learners

Inspection report for early years provision

Unique reference number EY300693
Inspection date 01/04/2009
Inspector Susan Parker

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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

Budding Learners has been registered since 2005. It is located within the London Borough of Brent, and operates from Kingsbury Free Church Jennings Hall. The main hall is divided into two areas one for children aged two to three years, the other for children aged three to five years, a separate room is used for children under two. Both areas have access to an enclosed outside play area. The nursery opens each weekday from 8.00 to 18.00 hours for 48 weeks of the year. The nursery is registered by Ofsted on the Early Years register, the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the nursery at anyone time. There are currently 41 children in the early years age range on roll, some in part time places. The nursery currently supports children with learning difficulties and/or disabilities, and children for whom English is an additional language. The nursery is in receipt of funding for early years education. There are 18 members of staff, all of whom hold an appropriate early years qualification. The setting operates in line with the Montessori education philosophy.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Through the provision of a wealth of inspirational activities, adults promote all aspects of children's welfare and learning with success. Every child is fully included, having their individual needs met at every step. Close partnerships with parents, the local school and children's centre ensures that key staff have a well-developed knowledge of children's starting points, capabilities and interests. Regular self-evaluation of the provision through parental questionnaires and discussions with staff supports the settings ability to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the outside area for use in all weathers
- ensure that all adults who interact with the children contribute to the assessment process, including carers.

The leadership and management of the early years provision

Budding Learners day care is well led and managed. The management structure is clearly defined and each person is fully versed in their roles and responsibilities. Staff are well-qualified and dedicated to providing high levels of care and education for all the children. Children's achievement records show how children are making excellent progress towards the early learning goals. Children's starting points, information on their needs, routines and abilities are confidentially recorded in partnership with parents and carers. Staff provide an interesting mix of

intriguing adult-led and child-initiated activities every day which stimulate the children's natural curiosity and motivate their learning. Regular observations on the children along with photographic evidence and examples of the children's work are recorded. These are successfully linked to each area of learning showing each child's progression and their planned next steps.

The setting has established links with Fryent children's centre and other providers of the Early Years Foundation Stage (EYFS). A very good partnership with parents and carers ensures that there is a regular flow of information sharing on the provision as a whole and their own children's achievements and progress with ideas for activities to extend the learning at home.

The management practice safe recruiting procedures to ensure that all staff are suitable to work with children. All staff have undergone safeguarding training and have robust procedures to follow should they have a concern. The good practice is fully supported by a well-organised system of documentation and records. Staff manage the children's welfare in a calm and confident way. Any accidents, illness or administration of any treatment or medication is fully documented and staff actively prioritise children's welfare. They teach the children how to care for their own needs, such as putting on their own shoes, aprons and coats. An excellent range of resources support children's independence, they can choose to participate in an exciting range of activities and are establishing good personal care skills. Children can toilet themselves, get themselves a drink when they are thirsty, or put on their own coat and shoes when they want to play in the garden. The staff supply the children with two outside areas which extends the learning environment bringing the outdoors indoors, and the indoors outside in dry weather. Adults provide a good range of resources so that children can grow their own vegetables and herbs. These are used in their meals and snacks. Visitors such as a dietician, supports the children's understanding about eating healthily, Children can self-select from a wide range of activities which fully support their learning and development. The main hall is full of interest and well organised into two defined age appropriate areas, a separate room for children under two ensures that children of all ages have their needs met. Low level shelves where children can see words and pictures of the contents so can help themselves, encourages children's choice and independence and is a key part of the Montessori learning curriculum. A key strength of the provision is the exciting range of technology the children have daily access to. The staff provide video cameras for the children to make short films at home or in the setting, they have storybook head phones, magnifying glasses, torches, battery operated toys and a laptop computer.

Staff and managers meet regularly to discuss and plan activities tailor made to the children's needs. The long term, medium and weekly planning is focussed around the individual children's needs and next steps. Detailed documented observations form an excellent record of each children achievements and their very good progress towards the early learning goals based on their individual starting points and capabilities. Staff have excellent systems in place to support children with learning difficulties and/or disabilities. Many of the staff speak two or more languages which fully supports children who speak English as an additional language.

Staff consistently evaluate their practice. An on going self-evaluation plan ensures that further improvements are continuously taking place. Parents are encouraged to participate in the regular evaluation of the setting through questionnaires and suggestions. The findings are discussed with staff actioned if feasible.

The commitment and enthusiasm of the staff support and encourage all children to develop to their full potential.

The quality and standards of the early years provision

Children's natural inquisitive natures are motivated by well set out resources which are easily accessible to the children. The children can easily find anything they want and good use of picture and word clues, the children know exactly where to return them to when they are finished. Each area of the learning environment is bright and exciting with much to explore and do. Children are making significant gains in their learning as they each have a key person who makes detailed observations on their play. This enables staff to have a detailed insight into every child's individual capabilities and personalities. Then activities are provided to challenge each child to take the next steps in their learning and development. Children are encouraged to take leadership roles such as taking turns in helping serve the lunch; this effectively encourages children's confidence and self-esteem. Children are rapidly progressing in their personal care skills, their awareness of their own bodies and keeping healthy. Regular physical exercise both indoors and outside, weather permitting enhances children's physical skills. Children are developing good social skills such as sharing, taking turns and working with others to play games and create art works. Children are developing an excellent awareness of their own needs and the needs of others. Children's uniqueness is fully embraced in this inclusive setting. The vast array of different cultures, traditions, languages, religions are celebrated, enhancing the children's knowledge and understanding of their friends and their families. Children who need extra support benefit from individual plans showing each milestone achieved and how they will be fully integrated into all activities. Themes and activities, appropriate to the developmental needs of the children are planned and prepared in advance. Themes link to children's interests and ideas, festivals and seasonal events, safety and personal care skills. Within every adult led activity, children are challenged, they are encouraged to think, 'what might happen next?'. Excellent resources enable children to explore and find out for themselves, for example, what sand looks like close up when they use a magnifying glass. Through these themes and the activities linked to them, children are making very good progress towards the early learning goals. Their levels of achievement are excellent in relation to their starting points and capabilities.

Children's welfare is a priority and is promoted extremely well. Every child is fully included and has their individual needs met. All policies and procedures put the needs of the child first. Any child who has an accident or is unwell receives the best treatment available for their individual circumstances. Children are very competent in their personal care skills as they dress themselves, prepare their own snacks and pour their own drinks. They are developing a good awareness of keeping themselves, and others safe while exploring their vibrant environment.

They use tools safely and are learning to work collaboratively by sharing tools and ideas such as what seeds to plant or what roles to play in the home corner or playhouse. Children are well-behaved; they learn what behaviour is positive and what is not accepted. They are developing an understanding of the consequence of their actions on themselves and those around them. Children are keen to show their skills, one child was putting other children's coats on their pegs, recognising the other children's names and hanging their coat up. Children are active and understand the benefits of physical activity and healthy choices. They know why there is a need to wash their hands before eating and after using the toilet, and are aware of the routine to follow. Children join in with the activities and are forming good friendships. They are encouraged to share information on their favourite things and learning to respect each other's similarities and differences. Children are learning about different people and their way of life, for example, parents often give their time to help their child show their friends how they celebrate a festival. Children are seeing all kinds of vibrant costumes and traditional dress, songs and instruments from all over the world, and taste the different foods from different continents.

Children are making excellent progress in their communication, literacy, numeracy and information and communication technology skills. These skills are developed through every day activities such recognising labels and pictures when choosing a toy or putting it away. Children are able to explore technology; they have a variety of torches and a 'dark' tent so they can use them to their full potential. Programmable toys, voice recorders, play phones and a laptop enhance the children's knowledge of electricity and technology. A solar powered pump for a small water feature introduces the children to other healthier forms of power.

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?	1
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?	1
How well are children helped to make a positive contribution?	1
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

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 the last inspection.

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.