

Bush Hill Park Day Nursery

Inspection report for early years provision

Unique reference number EY286582
Inspection date 12/01/2009
Inspector Carolyn Mary Hasler

Setting address 2 Queen Anne's Place, Bush Hill Park, Enfield, Middlesex,
EN1 2PX
Telephone number 020 8364 1188
Email Bushh@asquithcourt.co.uk
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

Asquith Nursery Bush Hill Park opened in 1990. It operates from three base rooms on two floors in a converted end of terrace listed building. There is one step up to the entrance to the building and a flight of stairs to reach rooms where younger children's play rooms are situated. There is a small secure court yard for outside play. Also, available is an off site secure play area (leased by the company), located across the road adjacent to the building. The nursery is situated in a mainly residential area and is in close proximity to local transport facilities, schools and shops. It serves the local area.

The setting is registered for 52 children on the Early Years Register, no more than 22 may be aged under two years. There are currently 70 children on roll all of which are in the early years age group, 33 children are in receipt of funding. Opening hours are from 08:00 until 18:00, Monday to Friday, 51 weeks of the year. The setting supports children with English as a second language and children with additional learning and development needs.

There are currently 18 childcare staff and two (administration and kitchen) support workers. There are nine staff who have level 3 equivalent qualifications, one is currently completing BA Honours and nine staff are currently unqualified, one of which is undertaking her NVQ level 3.

This setting is registered on the Early Years Register and on both the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the setting meets the needs of children who feel safe and secure. However, there are inconsistencies in staff knowledge and understanding of inclusion issues and how this impacts on some children's experiences. The setting has the capacity to improve its practice and has addressed outstanding issues from past inspections, but also effectively self evaluates its own practice to provide good outcomes for children.

What steps need to be taken to improve provision further?

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

- extend and develop confidence in using language support resources to improve outcomes for children who have difficulty in communicating their needs
- develop partnerships with parents to have a positive impact on children's learning and development and ensure that all parents have equal access to information about the setting
- develop staff knowledge and understanding of inclusion to best support children's experiences

The leadership and management of the early years provision

The provision is managed well, there are a number of different forums to discuss and develop their service such as staff team and room team meetings, one to one time, appraisals and opportunities for training. This supports staff's understanding and delivery of the Early Years Foundation Stage framework. The robust recruitment procedure supports the engagement of suitable persons with appropriate levels of childcare qualifications and checks. Policies and procedures are generic across the company's different settings and every effort is taken to ensure new staff are familiar with these during their induction. There is a high level of computerised systems to support the leadership and management roles and the smooth running of the setting.

They are effectively self evaluating and are aware of strengths and weaknesses within the service. There are indicators that they are beginning to implement change. For example, by improving the outdoor facilities to support free flow play between indoor and outdoors and seeking training to better integrate learning in these areas. Similarly they have identified weaknesses in staff knowledge and understanding of inclusion and resources to support this.

The setting is building satisfactory relationships with parents and their early years partners. They work hard to involve parents in children's learning through initial visits and continual contact. The 'travelling teddy' visits children's homes and writes a diary of events while away, making successful links between nursery and home life. Parents receive information about children's learning upon request but also the setting has forums to ensure that parents are kept up to date. Open meetings are held regularly and parents receive written reports once a year. They are beginning to build partnerships with the local schools and work closely with the area Special Educational Needs Co-ordinator (SENCO). However, not all parents have equal access to information because it is primarily in English and staff are particularly challenged when dealing with requests from parents and considering what is in the best interest of children.

Staff have a good working knowledge of how to safeguard children and the setting has systems in place which support this. Vetting procedures ensure that all staff have been suitably checked and visitors are required to record their visit. There are CCTV cameras at the setting and in key areas, secure doors. A password system ensures the safe collection of children. Policies and procedures and sound risk assessments underpin children's safety while on the premises or when on visits. Parents are able to make suggestions or complaints and are reassured that they will be listened to.

The quality and standards of the early years provision

Children participate and enjoy a range of activities which support their progress towards the early learning goals. All children are encouraged to be independent learners, toys and resources are stored at hand and children are able to help

themselves to these offering them a comfortable balance of child and adult directed activities. The observation and assessment of individuals means that children's needs and interest are generally identified and they have opportunities to extend these to support their learning.

They are learning about their own health and safety and are aware that it is important to wash hands at appropriate times of the day to safeguard against infection. They are offered healthy nutritious meals and a combination of peer pressure, discussions and resources such as posters encourages children to explore new foods, their individual dietary needs are carefully considered. Walks around the local area and outside play offers them time to feel challenged physically and play actively. General reminders from staff, help children learn about boundaries.

The well organised environment and staff's knowledge and understanding of children and their thoughtful assessment of their abilities contributes to their overall enjoyment and achievement. They positively contribute to the setting through their good manners and behaviour and are building secure relationships with staff who are warm and caring and who encourage them to be independent in all that they do. They sample different experiences which sometimes they share with their friends or do by them selves. Good labelling helps them to identify areas and resources. Older children show limited dependency on the staff for self help skills such as toileting, helping themselves to drinks and snacks, while younger children show a healthy dependency in these tasks.

Children's speaking skills are generally supported well and they are exploring language through a range of different situations. For example, children enjoy spending time together in the home corner, talking and listening to each other, sharing experiences. Prominent labelling and staff who encourage dialogue through showing interest in what children are saying and doing and who question, helps them to think and explore new language. However, there is limited use of resources which could support additional language needs such as sign and PECs, this leaves some disadvantaged. Children use existing knowledge to solve problems within everyday experiences. For example, through puzzles and working out how the train set is put together in order to make a circuit. They have opportunities to experience communication and technology which supports their numeracy and language skills, they are also learning how to control the mouse. Others explore how a compact disk player and karaoke machine works. The variety of experiences offered to children contribute to their future economic well-being.

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?	3
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?	3
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 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

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.