

Active Learning Finchley Nursery

Inspection report for early years provision

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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

Active Learning, Finchley Nursery were registered in 2008. Active Learning Childcare (Guernsey) Ltd was set up by a team of professionals who have over 40 years collective experiences in nursery schools and childcare. They provide a curriculum which is highly innovative, the nursery is designed around activity studios covering performing arts (music, dance and drama) art, science and discovery, Information and Communication Technology (ICT) and technology, sport, language and numeracy.

The Nursery is open each weekday from 07:30 to 18:30 for 51 weeks a year. The Nursery employs 20 staff. Of these, nearly almost all hold appropriate early years qualifications including the manager.

A maximum of 96 children aged from birth to five years may attend the setting at any one time. Of these, there are nine children who receive funding for early years education. There are currently 70 children on roll.

The setting is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children's individual needs are well met and children make good progress in their learning and development. Children are engaged in interesting and challenging activities and robust observation and assessment systems are in place. Staff rely on their working knowledge to ensure that individual planning for children enables them to achieve good progress. The setting has clear systems in place to ensure that individual children are not disadvantaged and effective links with parents and carers help to support their children's learning. Staff are fully aware of all policies and procedures and this impacts on the setting's ability to continuously protect all children. The setting's self-evaluation systems identify both key strengths and the manager has begun to address the self evaluation form to identify areas of strengths and weaknesses to ensure the children are able to learn in a safe and secure environment.

What steps need to be taken to improve provision further?

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

- continue to develop systems to monitor and evaluate the provision to identify the areas of improvement
- improve existing systems for assessment, to ensure all relevant observations include next steps.

The leadership and management of the early years provision

The setting is lead by a qualified and experienced manager who has a clear vision of effective practice and how to meet children's needs. Daily plans allow sufficient

flexibility to respond to children's changing needs. Effective management of resources ensures that children have access to a varied and interesting range of activities inside and outside.

Effective safeguarding policies ensure that children are well protected. Rigorous recruitment and vetting procedures are adhered to. Records, policies and procedures are well managed to support children's welfare, and all staff are aware of their roles and responsibilities. The manager has provided many opportunities for established staff to develop their skills and knowledge through training and all staff are up to date with current legislation which allows them to consistently provide a good care, and this is beneficial best practice for children's care. There are systems in place to monitor and evaluate the setting and has involved staff in the process so their views are considered. The manager has just begun to address the self-evaluation document, which she recognises will help her identify all major strengths and weaknesses of the setting. This, as well as the manager's commitment to staff training, suggests that the setting has a strong capacity to improve opportunities for children. The manager ensures that risk assessments are completed regularly to maintain a secure and safe environment for children. The staff work well with parents and carers of children, valuing their contribution as partners in their learning. The manager works closely with parents and outside agencies to ensure the children's needs are met so they gain a sense of belonging in an inclusive environment.

The quality and standards of the early years provision

Children are making good progress within the Early Years Foundation Stage. They are supported by well qualified staff who have a clear understanding of how children effectively develop and learn. Children are interested and motivated learners and staff use a range of open ended questions during free play and more adult focused activities to stimulate their natural curiosity. There is a good balance of child and adult led activities throughout all areas of the setting which helps to manage children's learning effectively. For example, children enjoy learning about creating new colours as they paint their clay models, which provides good opportunities for developing vocabulary, and understanding concepts of mixing colours. Children are encouraged to make their own books on a variety of emotions and are thrilled with looking at their accomplishments.

Younger children are content and play happily in a very secure inclusive environment, as they are challenged in well planned activities that promote all areas of learning. For example, young children manipulate play dough, as skilled staff, engage in meaningful conversation and interact with smiles and cuddles and constant praise as they meet their individual needs.

Resources are well organised and cover most areas of the curriculum and these are used extremely well by staff to encourage children to progress. The setting has a ICT room which gives children regular opportunities to use everyday technology, such as computers and in addition this extended to outdoor play, where there are boxes filled with calculators, measuring tapes, and magnifying glasses to compliment the resources in the garden.

All activities are well presented and child centric, as they equipment is clearly labelled with pictures to promote early reading. All equipment is age appropriate so that all children can access exciting challenges that help them develop at their own

pace. All the rooms are bright, and children's work is attractively displayed on boards. Outdoor play is extremely effectively organised, as staff do set up activities before children arrive, and mark making is very evident as children happily mark make, using chalks, and pens and paper which is freely available.

Staff are highly skilled and interact well with the children, encouraging their independence. For example, at lunch time, all the children in the setting eat independently, as staff support them, and take opportunities to talk to children about the healthy foods, which further contributes to the development of their social skills. Staff praise and encourage children's behaviour throughout the session, as this adds to children's confidence building and creating a very productive learning environment.

The staff are skilled and have a very effective key person system in place and do meet children's individual needs at present. Planning clearly arises from meaningful observations of children and this enables staff to strongly promote children's next steps for learning. However, not all observations undertaken have next steps, which results in staff relying heavily on their working knowledge of the children and consequently, learning experiences may be missed that could further develop the children's development.

Staff take many opportunities to include parents in their children's education. For example, parents are encouraged by staff to establish open and constructive relationships. Parents receive regular information via notices, newsletters, progress meetings and daily feedback from key people working with their child. Parents provide information about their child's achievements prior to their start at the setting and are able to contribute to observational records about their children and this enables more accurate assessments of children's progress and continuity of care is maintained. This clearly informs the good knowledge that staff have of individual children in their care. Staff have strong relationships with parents and make them feel welcome in the setting.

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 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 registration.

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.