

# Foreign and Commonwealth Office Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY256371
<b>Inspection date</b>	24/04/2009
<b>Inspector</b>	Tom Radcliffe
<b>Setting address</b>	King Charles Street, London, SW1A 2AH
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<b>Email</b>	
<b>Type of setting</b>	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).

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**

The Foreign and Commonwealth Office Nursery opened in 2001 and operates from two open plan rooms in a modified part of the building; access to the setting is via a lift. The nursery is one of several settings owned and managed by Bright Horizons and is situated in Westminster, in the City of Westminster. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. There is no direct access to an outdoor area, but children are taken outside each morning.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the nursery at any one time. There are currently 41 children in the early years age group on roll. The setting is in receipt of funding for the provision of free early years education to children aged three and four. All children in the nursery have parents who are government employees within the Foreign and Commonwealth Office. The nursery currently supports children with learning difficulties and also supports children who speak English as an additional language. The nursery employs nine members of staff. Of these, all hold appropriate early years qualifications and several are working towards a higher qualification.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The setting has an exceptional understanding of all children as individuals, which results in their welfare and learning needs being promoted consistently. Children play and thrive in an extremely well organised and highly child-friendly setting where they face challenge and can access a large range of enjoyable learning opportunities. The setting's outstanding partnership with parents helps ensure that children's progress is outstanding given their age, ability and starting points. The setting accesses sophisticated methods of self-evaluation with effective statistical analysis from which it gains a complete understanding of its strengths and weaknesses which underpins its drive for continuous improvements.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to develop a broad range of educational programmes in all areas of learning to support children's progress towards early learning goals.

## **The leadership and management of the early years provision**

The setting has high quality policies and procedures which ensure that it is managed safely, very efficiently and in the interest of all its users. All staff in the setting are committed to the best practice possible and their level of experience,

training and qualifications means that they work with a profound understanding of all relevant working procedures. Consequently, children are very well safeguarded as they grow, learn and play, with excellent levels of supervision and support. The setting undertakes regular and effective risk assessments to maximise children's safety both indoors and when they undertake their daily outing within the local community. Staff support all children in a very caring way and treat each one as an individual; they skilfully promote play in a variety of contexts, which includes individually or in groups of varying sizes. Children's good health and well-being are given very good attention by all staff, for example, in cases of minor injuries or illness. Children develop a good sense of themselves as they interact with each other and with adults; for example, they gain an understanding of their own safety, healthy life choices and the need to pay attention to personal hygiene.

The setting analyses its performance very accurately and expertly to gain a complete understanding of its strengths and weaknesses. The setting gains information from new parents and those who have a longer association with it. Senior staff use this information to set targets and action plans which are ongoing and demonstrate a commitment to continuous improvement. In addition, the nursery takes great care to exploit the collective talents, opinions and expertise within its staff and children in order to define pathways for future developments. These are often highly innovative and will result in very positive outcomes and learning opportunities for children. The setting has shown improvements since its last inspection and builds on factors which are already considered to be effective. The setting is very well placed to continue to deliver the Early Years Foundation Stage (EYFS) very effectively and intends to develop the educational programmes to ensure that children make progress towards the early learning goals.

The setting enjoys an outstanding partnership with parents and carers. Parents value the setting's staff for their support and the opportunities that exist for meaningful conversations about their children and their development. Parents consider that their children make very good progress and that they have become more confident, independent and self-reliant while in the nursery. In addition, parents have a very good understanding of the work of the setting and appreciate the clarity of written policies and procedures.

## **The quality and standards of the early years provision**

All children make very good progress in the setting and are very well supported by staff who have an excellent understanding of their individual needs and who promote their choice and independence very well. The setting establishes children's starting points accurately in a settling-in period and staff skilfully use careful observations to gain an understanding of the progress that children make. This information is moderated through discussion and the staff's knowledge and understanding of how young children learn to generate individual plans for future learning. These well thought out plans reflect a clear understanding of children's individual interests and what are important next steps for them. The setting ensures that there is a good balance of adult- and child-led activities. This means that children have access to a range of appropriate activities and are able to work and play with or without adult support. Children are able to plan what they want to

do with the support of adults and their natural enthusiasm has a positive effect on the other children. For example, children worked on an aliens project which was the idea of an individual child. Staff observations are unobtrusive and children take part in focused activities with enthusiasm and interest. Children show good social and communication skills as they play together, share books and other resources, use messy play equipment and prepare their own snacks. The good relationships that are in evidence within the setting ensure that children develop very important life skills as they become increasingly more able to concentrate, use what they already know as a springboard for new learning and respond to advice that they receive from attentive adults. The highly effective planning and assessment strategies that are in use in the setting greatly enhance the learning environment and contribute to the positive atmosphere within it. All staff in the setting are very positive role models and their behaviour management strategies are both effective and low-key. Adults have conversations with children of all ages and are genuinely interested in children's responses and the progress that they make. Children show the ability to manage their own behaviour and are perfectly capable of sharing or waiting their turn to use a resource or share an idea with another member of the nursery. This results in a busy, productive and happy environment for play and learning. All staff deliver the Early Years Foundation Stage (EYFS). They ensure that children develop in all areas of learning and that their progress can be tracked against the expected rates as demonstrated by the EYFS framework.

The individual plans for each child's progress ensure that they access a broad range of meaningful learning opportunities. The setting has overcome its lack of an outdoor space on site to give the children daily outdoor experiences; these are very well planned and show how the setting is committed to children's learning. While outdoors children use excellent learning bags which are all age appropriate and give children equipment to use, for example, magnifying glasses, mark making resources or digging equipment. Children's language skills are enhanced throughout the setting as adults engage all children in conversations, ask questions, encourage responses and link spoken language to the written word through the use of books, posters, displays and labels. Children of all ages show an interest in books and of writing skills which are appropriate to their age. Children have access to messy play, role play equipment and enjoy being creative. They gain an understanding of number through everyday activities and their physical development is given very good attention through the use of a range of age appropriate equipment and resources. Children access a very good range of technology, such as computers with printers, and have used video cameras to obtain a view of the setting to share with others.

Children's welfare is promoted very well at all times within the setting. Children are very safe and secure; they are safeguarded and are involved in outstanding learning opportunities which very accurately reflect individual needs. Children demonstrate well developed social skills, understand about their own safety and are able to make choices and be independent.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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?	1

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## **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