

Beaufort Park Nursery

Inspection report for early years provision

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| Unique reference number | EY365196 |
| Inspection date | 24/08/2009 |
| Inspector | Pauline Nazarkardeh |
| Setting address | 2 Heritage Avenue, Off Grahem Park Way, Hendon, NW9 5FW |
| Telephone number | 07968 109 524 |
| Email | |
| 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

Beaufort Park Nursery is owned by the company Bright Horizons. It has been registered since 2008 and operates from the ground floor of a new, purpose-built building in Hendon, in the London borough of Barnet. Children are grouped by age in group rooms for children under one year, one to two years, two to three years and three to five years. There are fully enclosed areas adjacent to the group rooms for outdoor play.

The nursery is registered to provide 120 places for children in the early years age group. Currently, there are 45 children on roll. Children attend a variety of sessions each week. The nursery is open five days a week, for 51 weeks of the year, from 7.30am to 6.30pm. There are 15 staff working directly with the children, of whom nine are appropriately qualified. The nursery also employs a manager and deputy manager both of whom are qualified.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The environment is well organised, enabling all children to have access to a range of good quality play resources. Staff show a good knowledge of the Early Years Foundation Stage curriculum. They are less confident to plan for and to assess children's overall development. Children's safety is generally well promoted. Self-assessment has been used effectively to identify areas for development. Staff are committed to making continuous improvements.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for evaluating the provision so that strengths and priorities are effectively identified ensuring improved outcomes for children
- ensure that planning and assessments include children's starting points, cover the breadth of the curriculum and involve parents and other professionals
- extend the resources available which support children's linguistic background

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

- take necessary steps to safeguard and promote the welfare of children, particularly by ensuring that all staff understand the safeguarding policy and procedure (Safeguarding and welfare)

25/09/2009

The leadership and management of the early years provision

The setting shows a strong commitment towards improvement and the new staff team have addressed the actions made at the previous inspection. They have used the system of self-assessment to identify strengths, and areas for development continue to be identified. Identifying children's starting points, weaknesses in planning and assessment and securing the partnership with parents and professionals are areas still to be developed. The setting promotes informal, relaxed relationships with parents and offers individual settling-in arrangements. Daily discussions that help practitioners to get to know the children and some procedures are shared with parents, such as establishing children's dietary needs, allergies and what they had done over the weekend.

Children's safety is promoted, risk assessments are carried out to minimise all obvious safety hazards. However, some staff do not have a clear understanding of the procedure for reporting child protection concerns. Staff support children in their understanding of safety, for example, children tidy toys away to avoid tripping hazards and staff talk to the children about the importance of wearing seat belts when travelling in the car. The nursery has a robust system for checking the suitability of the staff to work with the children.

Documentation is well organised and there is a range of policies and procedures in place to support practice. A written complaints procedure is in place and information is provided on the parents' notice board about how to discuss any concerns they may have.

The quality and standards of the early years provision

Children are happy and enjoy the company of the staff at the nursery. They use a selection of resources and materials stored in boxes and open shelving within their reach. They really enjoy using the play dough with the help of the staff. Younger children enjoy playing with the shredded paper and develop their creative skills as they explore the paint. All children participate in imaginative play and they use the selection of dressing up clothes and home corner equipment. They have lots of opportunities to develop their independence and are able to dress themselves and pour their own drinks when they are thirsty. Children are confident to introduce visitors to their friends and to show them around the environment. They talk about their favourite things and say why they enjoy coming to the nursery.

Children use clip boards to practise their writing skills and use a variety of pens and paper. They relax looking at books and reading stories. Books available to children include home made books about the children and their families. Children enjoy having access to the outdoor learning environment. Here they develop their mark making at the bus stop, create vehicles from recycled materials and use magnifying glasses to examine the plants and leaves. While activities are varied planning and assessment systems do not identify children's starting points and some of the next steps identified are not linked to the Early Years Foundation Stage statutory framework and practice guidance. Staff have not yet secured the

involvement of parents or other professionals in children's learning.

Children attending the nursery come from a variety of backgrounds with a high proportion of children speaking English as an additional language. An inclusive and welcoming service is provided and children learn about a range of religious and cultural celebrations. For example, they enjoy listening about the idea of fasting at Ramadan and they all tasted the dates eaten at this time. Children have made Rakhi bracelets when celebrating Raksha Bandhan. Children, parents and carers who speak English as an additional language are less well provided for. The children learn how to form positive relationships with other children, through the support the staff offer. Children are encouraged to use kind voices and they are praised for their efforts and achievements, this supports their self-esteem.

Systems are in place to ensure that children play safely. Daily safety risk assessments identify areas of risk; staff check outside play areas before children are able to use this area. Children learn about good hygiene and sing a song as they wash their hands to reinforce their understanding.

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

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| 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? | 3 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| 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? | 2 |
| How well does the setting work in partnership with parents and others? | 3 |
| How well are children safeguarded? | 3 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| 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? | 2 |
| How well are children helped to enjoy and achieve? | 3 |
| 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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