

Lindsay Park Nursery School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Lindsay Park Nursery was registered in 2002. It operates from Lindsay Park Baptist Church, which is situated in a residential area of Kingsbury in the London Borough of Brent.

The setting is registered for a maximum of no more than 44 children under 8 years; of these, not more than 44 may be in the early years age group, and of these, not more than 12 may be under three years at any one time. The setting is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. Children have access to a fully enclosed outdoor play area. There are currently 45 children on roll. There are nine staff of who hold qualifications in early years. The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and well cared for in the welcoming and inclusive environment. Robust partnerships with parents ensure that staff know children well and provide the support they require. This helps them to make good progress in their learning, given their age, abilities and starting points. The staff team continually reflect on their practice and take steps to ensure that the service is responsive to the needs of the children who attend and their families. As a result, the setting successfully promotes all aspects of children's welfare and development.

What steps need to be taken to improve provision further?

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

- further develop the reorganisation of the play environment to allow children to have more continuous purposeful play experiences

The effectiveness of leadership and management of the early years provision

The setting benefits from an experienced team of staff, who have a responsible approach to safeguarding children, with staff undertaking refresher training in the area of child protection. Staff have a good understanding of their responsibilities in relation to child protection and are familiar with the procedures to follow if they have concerns about a child. All of the required documentation that supports children's health, safety and well-being is in place. There are robust procedures in place with regard to recruitment and the manager works closely with staff to ensure careful and thorough checks are in place on adults working with the children. Staff work well together as team a sharing tasks and responsibilities to ensure that the setting runs smoothly on a day-to-day basis. Resources are well organised to create a stimulating learning environment for children and ensure

they have appropriate adult support. However, some areas of the setting are not as well organised as large equipment and too many table activities do not permit children to have a play space that allows for uninterrupted meaningful play. The staff are diligent in their daily routines for checking areas where the children play and they record specific risk assessments as new situations arise to keep children safe.

The manager makes good use of feedback from staff, parents and children to monitor and evaluate the provision and identify priorities for future improvement. Staff have a good knowledge of each child's backgrounds and needs. They use effective strategies to ensure all groups of children achieve well and provide appropriate support where required, so that equality and diversity is promoted. Partnerships with parents are extremely positive. Parents are actively involved in significant decisions relating to the setting and their views and opinions valued. They are provided with good quality information about the setting and are kept very well informed about all aspects of their own child's achievements, well-being and development. Staff work effectively with other professionals to provide a cohesive and effective approach ensuring children's individual needs are identified and met. A secure and firm two-way flow of communication ensures that other professionals, parents, and children benefit from strong levels of engagement with the setting's work.

The quality and standards of the early years provision and outcomes for children

Children show a very strong sense of belonging and security at the setting. They are familiar with the daily routines and expectations and demonstrate a clear understanding of how to keep themselves safe. They help pick up the toys because they know that otherwise someone might fall over them, and talk about being careful not to drop sand on the floor or they might slip. Children adopt good simple hygiene routines when they wash their hands before their snack or after a messy activity using the liquid soap and paper towels that help protect them from the risk of cross-infection. They make healthy choices as they help themselves to healthy snacks. Children enjoy playing outside every day as part of a healthy lifestyle, running around in the fresh air, and participating in games and dancing in the main hall.

Children develop good relationships with staff and other children. They work extremely well both independently and in cooperation with their friends. Their behaviour is good and they show an awareness of responsibility within the setting. They take part in a wide variety of indoor and outdoor activities and experiences that support their development across all areas of learning and they are interested and motivated to learn. Staff make regular observations of their achievements and identify next steps, which are clearly linked to all the areas of learning.

Children are keen to communicate and use language well to start conversations and express their ideas. They listen attentively to stories and enjoy reading books on their own. Older children begin to recognise the sounds that letters make and start to use their phonic knowledge to read simple words. Children use their problem solving skills to tell the time of day, through the use a series of sequenced

pictures on a poster and clock times they have made. They explore the natural world and animals on outings to local and a natural rain forest park. Staff make the most of diversity to help children understand the world they live in through activities that celebrate different festivals and cultures of the children and staff, in order to help them learn to value different cultures and beliefs. Children use their imaginations as they play together, pretending to cook dinner and play with construction vehicles in the sand tray. They enjoy adult-led craft activities such as making Christmas angel wings decorations, as well as helping themselves to materials from the creative trolley to cut, stick and design according to their own ideas. Children benefit from a well-balanced daily routine and are occupied and stimulated throughout the session. They thoroughly enjoy their time at 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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