

# Windermere Nursery

Inspection report for early years provision

---

**Unique reference number**

137857

**Inspection date**

03/09/2009

**Inspector**

Kim Mundy

**Setting address**

Church of The Annunciation, Windermere Avenue,  
Wembley, Middlesex, HA9 8QT

**Telephone number**

020 8904 3327

**Email**

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Windermere Nursery opened in 1987 and it is run by a private provider. The setting operates from a church hall in South Kenton in the London borough of Brent. There is access to a play hall, kitchen and toilet facilities and a secure outdoor play area. The nursery provides a service for children from the local community. The setting is open each weekday from 8.30am to 4.00pm all year round except Christmas and bank holidays.

A maximum of 33 children may attend the setting at any one time. There are currently 19 children on roll, of these 6 are in receipt of funding for education. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs three full-time staff and one part-time member of staff. Of these, three staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this provision as they play and explore. Their individual needs are being met because staff build good relationships with parents/carers and others. The small staff team are well-organised in relation to all aspects of children's welfare and learning. They are keen and able to make continuous improvements to the provision to benefit the children and their families. Children are busy, happy, safe and secure.

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

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

- strengthen the systems for finding out about children's developmental starting points from parents
- develop and plan the use of the outdoor play space to extend children's learning
- provide more information about the early learning goals for parents.

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

Children benefit from the care and experience of this stable and well performing staff team. They are safeguarded because rigorous staff recruitment procedures include relevant checks, such as criminal record checks, references and medical questionnaires. All staff update their knowledge and understanding of child

protection and a thorough safeguarding policy is in place for staff to follow should the need arise. Staff place a strong emphasis on children's safety and well-being. A risk assessment is undertaken daily in and outdoors so that children are able to freely explore in their welcoming and cheerful nursery. All of the provision's policies and procedures are up to date and underpin the good practice carried out by staff. Staff are suitably deployed working directly with children inside and out. The layout of the play hall enables children to move around with ease as they help themselves to a good range of toys and resources. These procedures help children to feel safe and secure in their environment.

Children benefit from enthusiastic staff who keep up to date with current child care practices through training opportunities and relationships that they develop with others. Staff regularly reflect on their practice and make judgements about their strengths and areas for development. They include discussions with children and parents to help them achieve this. They are keen to follow through their plans to benefit the children, for example, by developing and planning the use of the outdoor space.

The provision promotes inclusive practice. Boys, girls, children with special educational needs and/or disabilities and those with English as an additional language make equally good progress because their needs are taken into account. Equality is promoted by raising children's awareness of different lifestyles through celebrating special events and, for instance, observing different types of housing that people live in. All children are encouraged equally to access the play opportunities on offer, for example, during role play a group of boys organise taking their babies to the shops.

Partnerships with parents and carers are good. Children's progress towards the early learning goals is consistently monitored and clearly recorded. Parents have open access to their child's development file which is presented well. However, the system for obtaining children's developmental starting points from parents is in its infancy. At the inspection, several parents said that they were very happy with the provision and that their children are progressing in all areas of their development. Parents of children who speak English as an additional language or who have special educational needs and/or disabilities were particularly pleased with the way in which staff have helped their children to develop their language skills. Through the self-evaluation process, staff recognise the need to provide more information about the early learning goals for parents.

Partnerships with others to benefit the children are strong. Staff work alongside others to meet the individual needs of the children in the learning environment, for example, the special educational needs coordinator for the borough. Staff share their knowledge of the children's development and closely follow individual educational plans set by other professionals to support the children within the setting. The staff also work with the early years advisor to continually improve the provision for children's care and learning.

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

Children are learning how to keep themselves safe, and they behave in ways that are safe for themselves and others. They understand that they are expected to sit at a designated table when using scissors and know how to carry them safely. Staff discuss a range of safety aspects, such as stranger danger at circle time and keeping themselves safe when crossing the roads. Children also practise the fire drill so that they know what to do in the event of a fire. They talk about turn-taking and picking up toys so that they can play safely. Children are well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. They are developing friendships and positively interacting with each other. For example during outdoor play, children cleverly negotiate taking turns on a bike by putting their hand on each other's shoulders and talking to each other. Children's emotional well-being is nurtured. The key person system and settling-in procedure is individual to each child so that they happily separate from their parents. Due to constant praise and encouragement for even the smallest of achievements, children are full of self-esteem, announcing 'look at me' as they jump in and out of hula hoops. They are very proud of their art work and ability to write their names.

Children are developing an understanding of healthy lifestyles; they are able to explain why and when it is important to wash their hands. Children help to keep their nursery clean as they wash the tables for lunch. They talk about healthy foods as they eat their packed lunches provided by parents and help themselves to their individual drinking bottles when they are thirsty. Children are increasing their physical skills as they crawl through the tunnel, steer tricycles, roll hula hoops, bat balls and join in parachute and musical games. They are developing their hand-eye coordination as they roll out play dough, thread pasta and cut with scissors.

Children are curious and keen to learn. They make good progress in all areas of their learning and development because staff plan an exciting range of activities and set up the play hall to entice them to make their own choices about what they want to play with. Children are very busy exploring and investigating. They are making good progress in their early mark making as they paint recognisable pictures of people with details, such as fingers and hair. Many children recognise their name on arrival and by the time they leave the setting they can write their name, recognise many shapes and colours, and hold conversations with adults and each other. Children are developing skills for the future as they find out how things work using calculators, keyboards and cameras, build with construction toys and write for a variety of purposes. Children are using their imagination as they create their own cooking recipes, stick with a variety of materials and explore textures, such as shaving foam, corn flour and water. Children's early learning experiences are positive in a safe, secure and caring nursery. This helps them to develop skills for their future learning and education.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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](http://www.ofsted.gov.uk)

