

# 4 Street Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	139078
<b>Inspection date</b>	09/07/2009
<b>Inspector</b>	Raminder Arora
<b>Setting address</b>	Fore Street, Eastcote, HA5 2HX
<b>Telephone number</b>	01895 623288
<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

4 Street Nursery is situated adjacent to Coteford Infant School in Eastcote. The nursery was set up in October 1992 and caters for up to 45 children between the ages of one year to under eight years. During school holidays and before and after school the setting provides up to eight places for children between five years and under eight years. The setting is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The nursery is on two floors, providing five children's rooms including a sensory room, and two children's bathrooms including a nappy changing room. Children have access to a fully enclosed outdoor area. There are currently 65 children on roll aged from

16 months to under five years. On the day of the inspection three were under two, 37 were aged three to five and three were aged up to eight. Of these there are 25 funded three-year-olds and six funded four-year-olds. The nursery supports children with learning difficulties and/or disabilities, and those with English as an additional language. A number of children are currently receiving specific support with varying learning difficulties and or disabilities, including speech and language. There is an appropriate access facility for the disabled. The nursery is open from 08:00 to 18:00 all year round, except for bank holidays and between Christmas and New Year. In addition to full-time places, the nursery offers morning and afternoon sessions. There are 17 staff, including a qualified teacher, who work with the children. In addition there is a full-time manager and deputy manager. All members of staff have recognised qualifications in childcare, such as NNEB, BTEC and NVQ levels 2 and 3. The setting receives support from the Early Years Development and Childcare Partnership.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The welfare of the children is very well promoted. Children's personal development and well-being are outstanding, as are the levels of supervision to ensure that children have equal access to the learning provided for them. The well-established systems of planning successfully involve all staff and this impacts well on meeting children's needs. Children enjoy their time at the nursery and most make exemplary progress. The manager leads by example. There are very effective systems to monitor and evaluate provision. Capacity for continuous improvement is excellent.

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

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

- implement the plans to bring a wider range of visitors to the setting to enhance all aspects of learning

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

The manager and her deputy manager provide first-class leadership of the highly committed and hard-working staff team which has been central in ensuring the nursery's excellent provision. Since the previous inspection effective steps have been taken to make improvements and strengthen safety within the setting to minimise any potential risks. Planning and assessment to ensure children's next steps in learning are consistently identified in all six areas of learning and used to inform future plans. Children's reading and writing skills are well supported through a structured programme of teaching letter sounds. The setting is rightly considering ways to extend the range of opportunities for children to apply and consolidate their knowledge, skills and understanding in partnership with their parents.

Safeguarding of children is of paramount importance to all in the setting. The majority of staff are trained in first aid and all are aware of child protection procedures. Clear procedures are in place for vetting all staff. Everyone works extremely well together, sharing the manager's insightful vision and clear direction for the nursery's development. Links with outside agencies, childcare professionals, schools and parents are excellent and contribute significantly to the children's high achievement. The staff have an excellent understanding of children's needs, much of which is based on first-hand observation and excellent relationships. Rigorous and accurate evaluation of the nursery's performance informs plans for the future, and these are very well supported through clear action planning. Best use is being made of the excellent outdoor provision.

There is strong emphasis on ensuring that the practice is inclusive for all families. Parents' suggestions and opinions are readily taken on board for this purpose. As a result, both parents and children are very happy and supportive of the setting.

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

Children are provided with excellent opportunities to help them make progress in all areas of learning. Planning is flexible and relates to children's interests and the activities they really enjoy. An extensive range of activities keeps children enthusiastic and purposefully engaged. The sensory room and the tranquillity garden are some of the highlights of the excellent provision. Children often use the main school facility of a conservation area. To enrich children's experiences staff are planning to broaden the number of visitors who come to the setting. This is to extend language skills and knowledge of the world around them. Photographic evidence of their work when engaged in a range of activities is impressive. The records of children's work show that they thoroughly enjoy playing with construction toys, creating models out of play-dough, dressing up or playing with dinosaur models.

Staff observe children as they engage in different activities of their choice and support their learning well. Children also have regular opportunities to use the computers. They have direct access to a spacious outdoor area, a recently

developed sensory garden designed by children themselves. The outdoor activities are well planned to extend and consolidate work carried out in the classroom. The environment, which is created to stimulate and encourage pupils to flourish in all activities, results in children successfully gaining in self-esteem and awareness of others, and builds successfully on their physical and intellectual developments.

Well-established routines help children to settle well and develop positive relationships. There is a lot of encouragement for children to participate fully and engage in plenty of self-initiated activities. Children are well supported in their learning and development. The learning environment is safe and secure, and very well resourced. Activities are planned effectively to meet their needs. Staff are well versed and trained in the Early Years Foundation Stage curriculum and work well with individuals and groups of children. There is a good emphasis on teaching letter sounds and names, which is meaningfully linked to mark making and sharing books.

Children's welfare is a high priority and robust arrangements are in place for their safeguarding. Children are protected and well comforted when they feel unwell. The quality of food and refreshments prepared in the nursery is good and carefully checked. This helps children to stay healthy and fit.

## 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