

St. Michaels /St. Matthews Nursery

Inspection report for early years provision

Unique reference number

EY240976

Inspection date

08/01/2010

Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

St Michaels/ St Matthews Nursery opened in 2003. It is one of three nurseries run by a private provider and operates from a church hall at St Matthews Church, in Harlesden, in the London borough of Brent. All children share access to a secure enclosed outdoor play area. The nursery is open each week day from 8:00am to 6:00pm all year round; except for bank holidays.

The setting is registered to care for 46 children on the Early Years Register and is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently 27 children on roll within the Early Years Register. The setting is willing to support children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 11 staff, most of whom, hold an appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are enjoying their time in the setting and are mostly actively engaged. They make adequate progress in their learning and development. Staff encourage some exciting imaginative play and children's needs are generally recognised and supported through parts of the routine. The setting recognises and supports the uniqueness of each child through the good relationships with the parents and other carers. Children's welfare is suitably promoted as most of the safeguarding procedures are effective. The process of self-evaluation is mainly beneficial as the partnership with the local authority skilfully develops the education and care of the children. The setting has useful plans for improvement with the development of the outside learning environment.

What steps need to be taken to improve provision further?

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

- ensure all practitioners have a clear understanding of their roles and responsibilities with particular regard to staff's understanding of procedures to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare)
- 26/02/2010

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

- develop further the systems to ensure that the individual needs of all children are always met ensuring that schedules, routines and activities flow with

children's needs having particular regard to group organised snack times, meal times and story times

- develop further the observation and assessment records, and match these to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are suitable, regularly reviewed and carefully managed. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. However, staff are less sure of the reporting systems especially when dealing with complaints against themselves. Staff are well qualified and there are suitable recruitment and induction systems. The environment in which children are cared for and educated is safe and supportive. Risk assessments and daily checks are suitably carried out. Children are encouraged to be safety conscious. Staff gently remind children to wear their shoes. This leads to a conversation about trips and falls and safety on the stairs.

The manager has a clear vision and has the ability to make progress based on suitable monitoring of the provision. For example, the setting is striving to provide an outdoor area to encourage learning on a larger more active scale. The setting has a useful working relationship with the local authority support agencies and this ensures the plans for improvement are suitably targeted to promote achievement for all children. However, previous recommendations regarding the routine have yet to be fully implemented. This means that children's learning and development at large group times, snack times and routine nappy changing times is not always supported.

Staff demonstrate a high level of commitment to promoting children's welfare. They have assessed their training needs and several staff are booked to further their qualifications and skills. Some staff have attended short courses to update their expertise. Staff have a sound and growing knowledge of the Early Years Foundation Stage (EYFS) learning and development requirements and guidance. Staff are generally well deployed to ensure children are occupied. They undertake observations and assessments to use in their planning. However, these are not consistently carried out and recorded which potentially limits the progress of the children.

Staff provide a secure environment which reflects the children's backgrounds and some sections of the wider community. Staff are good role-models helping children to understand the society they live in. Birthdays and festivals important to the children are celebrated and there are many opportunities for children to speak about their families. Staff in the baby unit know the children well and adapt their practice to meet the individual needs and preferences of the children, helping their progression.

The setting has a highly positive and well-established relationship with parents and carers. Parents are kept informed about their children's achievement, well-being

and development. They report that they are very happy with the setting. Their children are making good progress and are well prepared for school. The setting helps parents and carers to support their children's learning in different ways. Staff and parents share a training course on the 'Maketon' signing system to help children's emerging communication skills. Children are encouraged to share the nursery topics at home through a varying range of homework tasks. The skills of parents and carers are used to good effect. There was a great deal of excitement when a grandparent came as an author, shared the story with the group and presented several copies of the published book to the nursery.

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

The setting leads to children generally making suitable progress and showing positive attitudes to learning. Staff use a reasonable range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs. Children excitedly join in an imaginative game using large building bricks and other construction toys. A staff member supported the game well and gave interesting scenarios to expand the opportunities for children to discuss emotions such as happiness and sadness. It also gave useful opportunities for children to develop problem solving skills as they count the bricks and compare the size of the tower in relation to their own size. Staff plan and manage a cutting and sticking activity for children of all ages and with different levels of competence. However, staff are not fully informed of the next steps for the older more able children so these children's learning is not fully taken forward during this activity. Staff generally manage children and their behaviour appropriately. However, the organization of large group times such as snack times, do not encourage children to become independent, take responsibility or behave well.

Most children are broadly content and settled. Staff are vigilant to ensure new children are suitably supported and they encourage them to join in the play. Children are developing a strong sense of belonging. They are encouraged to help others by participating in events to raise money for charity. They enjoy taking part in the Christmas concert and graduation ceremony.

Children are encouraged to develop healthy lifestyles as the young children, dressed in warm clothing, go out to experience the snow and have a breath of fresh air. The setting offers freshly prepared, nutritious meals and has a suitable system to ensure dietary requirements are followed. Necessary steps are taken to prevent the spread of infection, and appropriate action taken when children are ill.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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