

Holcroft Community Nursery

Inspection report for early years provision

Unique reference number	135109
Inspection date	01/03/2010
Inspector	Anneliese Fox-Jones
Setting address	10 Carburton Street, London, W1W 5AL
Telephone number	020 7636 0419
Email	
Type of setting	Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Holcroft Community Day Nursery registered in 1992 and is one of 19 nurseries run by The London Early Years Foundation (LEYF), formerly known as Westminster Children's Society. It operates from one base room, with access to a small group activity room and all children share access to a secure enclosed outdoor play area. The nursery is based in Fitzrovia, which is a residential neighbourhood close to commercial areas. Children come from the local and wider community.

The group opens five days a week all year round. Sessions are from 8.15am to 5.45pm full time; 9am to 12pm or 1pm to 4pm part-time, for 51 weeks of the year. Children attend either full or part-time. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 24 children under eight years, of whom no more than 24 may be in the early years age group and of these, no more than four may be under two years at any one time. There are currently 20 children on roll within the early years age range. The nursery currently supports children who speak English as an additional language.

The nursery employs four members, all of whom hold appropriate early years qualifications. Two members of staff are working towards further qualifications, including to degree level.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as they confidently explore their welcoming and inclusive surroundings. The environment is appealing and organised particularly well so children have a broad range of experiences that support all areas of learning. Children's welfare is promoted through many positive practices and procedures which help to keep them healthy, safe and secure. Partnerships with parents is highly valued and supported through ongoing communication. The staff work closely with parents and other professionals to meet the individual needs of all children and driving ongoing development in order to raise standards. The nursery have a positive attitude to improvement and are beginning different processes to self-evaluate their practice.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. (Documentation)

19/03/2010

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

- develop ways in which parents are supported and encouraged to share, contribute and update information, to become fully involved in their child's continuous learning and assessment records
- develop the use of observations and assessments to identify learning priorities and match these observations to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The nursery is led and managed efficiently on a day-to-day basis by an effective management team who have a clear vision for the setting. The staff operate an effective key worker system to promote the feeling of security within the group and build on the intimate, friendly feel that prevails throughout. The staff have a secure understanding of their responsibilities to safeguard children from harm and have clear policies and procedures to ensure children's welfare, care and safety are promoted. Children are further safeguarded by appropriate employment procedures, ensuring that adults in the setting are vetted for suitability, and levels of supervision are caring and attentive. Risk assessments are undertaken regularly to enhance children's safety throughout the nursery and when using the outside areas. This allows children to play safely both indoors and outdoors, enjoying outings into the locality. However, some specific requirements for recording risk assessments are not fully met, such as who carried out the assessment and when, and the provision has overlooked informing Ofsted of an extension to the premises. Nevertheless, the new extension does not affect any childcare arrangements. The environment is child-friendly and supportive and gives children opportunities to become independent and develop a sense of security. All records relating to children's individual health and safety are well-maintained.

Staff are deployed well to support children and this ensures routines run smoothly. Staff work hard towards improving outcomes for children. They have sought advice and attended various training courses to increase their knowledge and understanding of the Early Years Foundation Stage. Effective steps are taken by the setting to reflect and review the quality of its provision for children's welfare, learning and development. Parents and children's views are also taken into account when evaluating and planning the provision. This supports them in continually improving good quality care and education. There have been improvements since the last inspection especially in the range of information, communication and technology equipment.

The setting has a good partnership with parents and makes a good effort to develop strong relationships with parents. In addition the setting works with an understanding of partnerships with other settings to support ongoing learning and development. Parents are provided with good information about the nursery. For example, they receive regular newsletters, open days and daily verbal feedback. Parents are kept informed of their children's progress and development. However,

as yet their ability to be fully involved within their children's assessment records and to regularly update information has not yet been fully established. Parents demonstrate that they are very happy with the care their children receive through both discussion and questionnaires carried out by the nursery. Children are able to play in a well-organised environment where space is used effectively. Children's learning is supported in all areas as they can access suitable and appropriate resources and benefit from the support of caring staff. Staff interventions are well considered as children are allowed to decide about their own play, work with others or share activities with staff according to individual needs and preferences. The nursery promotes inclusive practice at all times and works well to ensure that each child and family is fully included in the life of the setting. Staff are well trained and led to both understand children's individual needs and to enable children to gain a sense of their diverse world.

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

Children learn through play in a welcoming environment that offers plenty of variety, interest and relevant learning opportunities. Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. Planning develops through regular observation and the children's individual interests. This ensures it is flexible and takes into account the ideas of each child. Assessment records and individual learning journeys show how children are progressing and this information is additionally used to inform planning. However, linking observations to the expectations of the early learning goals is not yet well embedded to highlight children's next steps in their learning. A small staff team work together to ensure there is an efficient rotation of resources to support children's learning in free play. Children mix well with their peers and play harmoniously throughout the sessions. They learn to share resources fairly and to respect others. Children's home languages and individual cultures are fully valued and staff promote a positive awareness of diversity through; discussion, positive images and the celebration of various activities.

Staff support the individual choices made by children well, as a result children play with the sand, water, use mark-making equipment, imaginative resources or choose to play outside. Where staff support children as they share books, have conversations in circle or lunch time or help children balance outside, their relationships support progress and enhances understanding. Children's understanding of number and value is enhanced through practical experiences and their daily writing skills are developed through role play and mark making. Children have regular opportunities to express themselves creatively and to explore various materials and media on a daily basis, such as play dough, sand, water and painting. Children enjoy singing familiar songs and they listen and respond to enjoyment to stories. In particular older children enjoy their small group activity, listening to 'Billy's Bucket', which is brought to life with props to further encourage their imagination. Children have access to resources that develop their knowledge and understanding of the world and technology, such as programmable toys, torches, walky talkies, cameras, a laptop and music players.

Children's welfare is promoted through many positive practices within their daily routines. They develop a real sense of belonging as they build strong relationships with staff and an effective key worker system helps staff to respond to children's individual interests and needs. Children's behaviour is good as they show a positive attitude to each other as they share and take turns. Staff enable children to have an understanding of the varying needs of other children, for example, when playing outside on the bikes or sharing the trains. Children are respected and valued as individuals and in turn are learning to respect each others differences. Consistent praise and encouragement ensures that children develop high levels of self-esteem. Children benefit from an appropriate diet as provided by their parents. They also enjoy healthy eating and nutritious snacks provided by the nursery. Snack and lunch times are sociable occasions with staff and children interacting together. Effective procedures are followed by staff to ensure the health of children. For examples, a good number of staff hold a first aid qualification and children are becoming more aware of how to stay healthy and about personal care routines. They have good opportunities to be physically active and appropriate times to rest. They have fun outdoors using a range of equipment that encourages the development of physical skills as well as other areas of learning. Children's understanding of how to keep safe is permeated throughout the setting as they learn to use resources safely and effectively. The environment is safe and children are learning how to keep themselves and others safe. Children are involved in emergency evacuation drills where safety is reinforced.

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

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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