

St. Andrews Nursery

Inspection report for early years provision

Unique reference number	137842
Inspection date	07/11/2009
Inspector	Kim Mundy
Setting address	Church Lane, Kingsbury, London, NW9 8SX
Telephone number	020 8205 2653
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.

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
W: 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

St Andrew's Nursery was registered in 1989 and is privately owned. It operates from the annexe at the rear of St Andrew's Church in Kingsbury in the London borough of Brent. The nursery has use of a large hall, small play room, an office, kitchen and bathroom facilities. There is an enclosed outdoor play space. The nursery is open Monday to Friday from 8.00am to 6.00pm for 51 weeks of the year. It is registered to care for 41 children in the early years age range and there are currently 37 children on roll. Children attend a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs eight staff. Of these, four staff including both managers hold appropriate early years qualifications and two members of staff are working towards a qualification. 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 are making good progress in their learning and development because staff are knowledgeable about the early learning goals. This nursery celebrates an outstanding outcome for children's positive contribution; staff place a very high emphasis on promoting children's uniqueness and exemplary behaviour. Children's health and safety are promoted well. Positive partnerships with parents, carers and other professionals enable children's individual needs to be met effectively. Suitable systems are in place for self-evaluation, which means that the nursery is continually improving all aspects of their childcare service to benefit the children.

What steps need to be taken to improve provision further?

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

- further develop systems to monitor and extend effective practice and ensure continued improvement, for example, through self-evaluation
- plan the use of the outdoor area to further enhance children's play experiences.

The effectiveness of leadership and management of the early years provision

The effective leadership and management means that children are safeguarded. Staff have a good understanding of child protection issues and how to protect children. Rigorous staff recruitment procedures mean that staff are suitable to care for children and good systems are in place to ensure children's safe arrival and departure. Thorough risk assessments are carried out for the premises and outings to further promote children's safety. The nursery's policies and procedures are up-to-date and all necessary records are in place to promote children's well-being,

such as accident and medicine administration records. Several staff hold a current first aid qualification to further promote children's welfare. The management team provides a very good range of toys, furniture and equipment to meet the varying needs of the children attending.

Staff are guided by a strong management team who have a clear vision for the setting. They are well aware of their strengths and areas for development and have addressed the recommendations set at the last inspection to benefit the children. Parents, staff and children's views are valued as an important part of the nursery's self-evaluation process, which staff are in the process of developing further by introducing staff observations of one another's practice. Staff are also keen to further enhance children's outdoor play experiences following recent improvements to the garden. The nursery is currently working towards 'I CAN' accreditation, which works to support the development of speech, language and communication skills in all children. The continual professional development of staff is encouraged through attending training courses. Given the current good practice and enthusiasm of this staff team, the provision has a good capacity to improve in the future.

Parents are well informed about their child's progress and development; they are encouraged to be involved in their children's learning and staff share ideas of how to extend children's learning to their home environment. Parents are offered home visits and settle their children in a way which is tailored to meet their child's individual needs. There are many ways in which parents are informed about the service, for example, through newsletters, meetings, notice boards, parent evenings and home link books. Each child has a learning journal, which clearly shows how they are making good progress towards the early learning goals. Good use is made of photographic evidence and samples of children's art work and early writing are kept to further demonstrate the good progress they make. Parents are unanimous in their positive feedback about the care their children receive. In addition, the nursery establishes good partnerships with others who work with the children in the provision, such as speech and language therapist, and the inclusion team.

This nursery places a very strong emphasis on promoting inclusion for all children including those with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery establishes good links with other professionals and seeks specialist advice for individual children when required. Close links with Willows Children's Centre and other professionals guide and supplement the work of the staff. Staff extend their skills as the need arises to further support children in the setting, for instance, by attending training in makaton sign language and epi-pen administration. Children with English as an additional language make equally good progress because staff ask parents for words in their child's first language and use picture clues to communicate effectively. Good links are made with the local receiving schools, which enables children to have a smooth transition into school.

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

Children are developing a good appreciation of healthy lifestyles; they enjoy fresh air and exercise everyday as they have the option to play in or outdoors. They are developing control over their bodies as they crawl and balance on apparatus, and have fun steering cars and tricycles. Children thoroughly enjoy putting on their boots and splashing in the water. Children are made to feel important and are very proud as they dress up in the chef's outfit to cut up the fruits for their friends at snack time. Parents are required to provide packed lunches if their child stays all day. Children learn good hygiene practices and know they must wash their hands to prevent germs giving them stomach aches. Strong emphasis is placed on children learning to take responsibility for their own safety, for instance, as they practise the fire drill and decide what to pack in their outing bag. In addition, they have made posters of possible safety hazards for visits within the local community. Staff act out scenarios using dolls, for example, to help children to learn about stranger danger and crossing the roads.

Children's behaviour is exemplary; they clearly know what is expected of them and are very kind and caring to all their friends and especially towards new children, which helps them to settle happily and feel a strong sense of belonging. Children play very cooperatively together and consider one another during their play. For instance, whilst building the railway track, a child purposefully retrieves the bridge for his friend. Children relate extremely well to their key person who oversees their progress and needs. They are full of confidence and self-esteem and this is extended by staff's constant praise and encouragement. Children are exceptionally keen and motivated learners; they demonstrate great enjoyment of their work and show a desire to discover and find out about new things. They are very excited by many of the activities, for instance, when they discover crocodiles hiding in their den and bounce snowmen on the snow parachute.

Children find their play rooms attractively set up when they arrive; they are able to select from a wide range of materials and resources in all six areas of learning. Staff plan and provide a good range of thought-provoking learning experiences both in and outdoors. Children achieve well because the quality of teaching and learning is good. The curriculum is enhanced by visiting teachers delivering music and yoga sessions. In addition, children enjoy visits from other people; for instance, when celebrating the anniversary of the local church, two members of the local community came in to talk to them about being evacuated during the war and the cows walking down the street to be milked. Children show a keen interest in problem solving as they thread beads, and talk about colours, numbers and shapes. They are learning about living things as they plant tomatoes, observe caterpillars emerging, and feed the fish at the aquarium. Children are finding out how things work as they use cameras, cash tills and torches in the den. They use a range of tools, such as needles when sewing, scissors for cutting and the mouse when using the computer.

Staff place a strong emphasis on developing children's speech and language skills. Questioning is used well to develop these skills and children are encouraged to ask

questions and comment about their activities. Children practise their early writing skills as they make finger patterns in gel, use chalks, crayons and pencils, and write for a variety of purposes. Children enjoy listening attentively to stories and the use of puppets and props further captures their interest. Boys and girls achieve equally well because activities are designed to appeal to their different interests; in particular, staff encourage boys' interest in writing through using clip boards. Children are developing a very good awareness of multicultural Britain as they celebrate various festivals, such as Diwali and Hanukkah. An excellent range of activities, toys and resources including those that reflect disabilities help children to appreciate difference, for example, teddies with glasses. Children thoroughly enjoy taking Tucker Bear home to take care of and they draw a picture or have their photo taken with him. By the time children leave this nursery, they are well on the way to meeting the goals set for the end of the Early Years Foundation Stage.

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
--	---

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	1
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

