

Potters Bar United Reformed Church Nursery

Inspection report for early years provision

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Inspector	Anahita Aderianwalla
Setting address	Tilbury Hall, Darkes Lane, Potters Bar, Hertfordshire, EN6 1BZ
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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*.

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Description of the setting

The Potters Bar United Reformed Church Nursery was registered in 1966. It operates from the back of the main church building. They have use of a secure double room, with direct access to a kitchen, and the church hall. There is a secure garden leading from the playrooms. The pre-school serves the local surrounding areas.

A maximum of 36 children may attend the group at any one time. There are currently 32 children on roll. The group opens Monday to Friday during school term times. Sessions are from 09.00am until 12.00pm, with an optional lunch club on Mondays, Tuesdays, Wednesdays and Thursdays, running until 13:00. The setting is registered on the Early Years Register only.

The setting employs five staff all of whom have relevant early years qualifications. All staff attend ongoing training sessions to keep their skills updated. The setting receives support and some funding from the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are met well as staff recognise them as unique individuals. Every child is fully supported, according to their own stage of development, in making good progress towards the early learning goals. Effective relationships with parents, carers and other professionals help staff to promote high quality education and care. Children's health and welfare is effectively promoted through a wide range of policies and procedures. Self-evaluation is an integral part of the management of the setting, ensuring that staff are able to identify areas for improvements as part of an ongoing cycle.

What steps need to be taken to improve provision further?

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

- ensure next steps are consistently recorded, in order to plan for children's further development through play.

The effectiveness of leadership and management of the early years provision

Children feel safe as safety and security are given a high priority. Thorough risk assessments are conducted daily, for example, all toys and equipment checked daily throughout the setting. All the required documents, policies and procedures are in place to support the smooth and effective running of the setting. All staff working with children complete a thorough recruitment process and undergo checks through the Criminal Records Bureau. Staff have appropriate levels of

qualification and experience and most hold qualifications equivalent to Level 3 or above. The manager ensures staff receive regular training and are kept up-to-date on any changes to the curriculum and new legislation changes.

Staff plan exciting and challenging activities and ensure children receive good quality play and learning experiences, which is evident in their enthusiastic interactions with children. An effective and detailed system of monitoring and self-evaluation is in place which involves staff and parents in identifying strengths and suggesting areas for development. Action has been taken as a result of this, to bring about improvements in the settling in procedures to ensure that all children and parents begin at the same time at the start of each term, as this allowed for a smoother beginning of the year and reassurance for all new children and their parents starting nursery.

Parents are provided with a good range of information in a variety of ways. Daily planning is on display at all times, while regular newsletters which inform them of new events planned are sent home. Members of staff are always available to talk to each day on an informal basis, while annual meetings with staff provide a more formal opportunity to share information about individual children's learning and development.

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

Children play and learn in an engaging and stimulating environment. Activities are set out so that children can access them independently and this effectively fosters a confident and inquisitive approach to learning. Children clearly enjoy the wide range of activities on offer and are enthusiastic about learning. Good use is made of the outdoor environment to encourage children to exercise and gain experience of weather, seasons and the natural environment. A balance of planned and spontaneous play results in children who are independent, active learners that are confident, creative and able to think critically.

Staff maintain detailed records of what children can do and they use this information effectively to develop short term plans. Planning covers all areas of learning and supports staff in ensuring that they have a clear understanding of the intended learning outcome for each activity. Staff make systematic observations and assessments of each child's achievements and interests to help identify learning priorities and plan relevant and motivating learning experiences. However, not all observations include next steps. As a result, learning opportunities are missed. Children's individual learning needs are identified through 'individual education plans' where appropriate, and these are developed in consultation with parents and other professionals in order to fully support children with special educational needs and/or disabilities.

Children have frequent opportunities to develop their independence and self-care skills. They give out plates and help themselves to snacks, choosing what they would like and conversing confidently with their friends as they eat. They learn how to tidy up after free play and are very nice to each other as they play together

at the construction area and discuss which words are kind to say and those which are unkind. Children develop good communication and literacy skills. They learn to recognise sounds and letters and older children are beginning to write their names. Children have opportunities to develop numeracy and problem solving skills. They are able to count as they hand out plates at snack time and complete puzzles involving geometric shapes.

Children have regular opportunities to learn about the world around them. These range from observing the changing seasons in garden to finding out about Diwali as they make henna hand prints. They have frequent opportunities to exercise as they make good use of a variety of play equipment in the garden and also a singing and dancing movement session where they have opportunities to become aware of their body. Children's creativity is fostered as they have free access to painting, collage and drawing materials as well as musical instruments and dressing up clothes.

Children's welfare is effectively promoted as staff implement appropriate strategies to keep children safe and have a good understanding of child protection procedures. Staff have up-to-date training in first aid and effective procedures are followed if children become ill or have an accident. At snack time children enjoy a wide range of fresh fruits and vegetables and learn about healthy eating. They learn how to keep themselves safe as they learn to tidy up after themselves and wash their hands after eating. Children are fully supported in developing into confident and capable learners.

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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