

Roe Green Nursery

Inspection report for early years provision

Unique reference number 137834
Inspection date 19/01/2010
Inspector Caren Carpenter

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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).

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

Roe Green nursery was registered in 1989. The nursery operates from a church hall in the Kingsbury area within the London borough of Brent. The nursery serves the local diverse community. The area used by the nursery includes one large main hall and two smaller rooms. There is a secure enclosed garden for outdoor play.

The nursery is registered for 40 children from two years to five years at any one time. There are currently 25 children on roll. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The nursery supports children with special educational needs and/ or disability and also supports a number of children with English as an additional language.

The nursery is open each week day for 49 weeks of the year, from 8.30am to 3.30pm.

The nursery employs five members of staff. Four staff hold relevant early years qualifications and one is working towards an early years qualification.

The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Roe green nursery provides an inclusive and stimulating environment where children learn and develop through play. The uniqueness of each child is valued and understood by staff and overall children's safety is promoted. Staff are motivated, work well as a team and are knowledgeable about the children in their care. Positive links are established with parents and others involved in supporting children's individual needs. There is a strong commitment to continuous improvement by the manager who is highly reflective in involving staff and parents in identifying areas to develop in order to further enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- practise regular fire drills to ensure that children and staff become familiar with the fire evacuation procedure
- establish further links with other settings delivering the Early Years Foundation Stage that children attend to ensure progression and continuity of care and learning
- develop further the partnerships with parents to ensure they meet with staff

to discuss their children's achievements with staff and to plan for the next step in their children's learning.

The effectiveness of leadership and management of the early years provision

Robust and clear vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. Ongoing suitability of staff is monitored through an effective appraisal system. Staff show a commitment to training to ensure that children are well cared for by adults who are qualified and experienced. Staff have good knowledge of safeguarding children and have received child protection training to ensure that they are fully aware of their roles and responsibilities in protecting children from harm. The safeguarding policy underpins the good practice at the nursery and is shared with parents.

Children's safety and security is given high priority and good quality risk assessments ensure effective actions are taken to eliminate risks. The nursery has a clear written fire evacuation procedure in place to be followed in the event of an emergency. However, this has not been practised regularly by the children to enable them to become familiar with it, to assist with their quick and safe evacuation from the nursery should the need arise.

Staff meetings and questionnaires completed by parents form the basis of the self-evaluation process; therefore, areas for development are identified and an action plan formed. Good improvements have been made since the previous inspection with the nursery fully addressing the recommendations that were raised. For example, children's independence skills are further promoted because they are able to pour their own drinking water from jugs which are readily available to them throughout the day.

Good use is made of resources and the environment to promote children's well-being, learning and development. The rooms are well organised to enable children to choose from a range of resources and they actively engage in interesting activities throughout the day.

Overall children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staff ensure that parents provide detailed written information about their children's individual needs including any linguistic requirements. Staff use key words in children's home languages to communicate effectively with the children this helps children feel included and settled. This helps children feel included and settled. Staff planning's for the individual child helps to narrow the achievement gap and support all children's progress.

The nursery is proactive in forming good links with other professional agencies to ensure that children with learning difficulties and or disabilities receive additional support to meet their needs effectively. The nursery has established some links with a local school however, they are reviewing how this can be further developed to benefit the children to ensure continued progression of care, learning and

development.

The nursery works effectively in partnership with parents and carers. Staff develop meaningful relationships with parents and value their contributions as partners in their children's learning. Parents are dedicated to extending their children's learning and development at home. For example, to further support their children's language skills, they take home books from the nursery to read with their children. In addition, parents are able to take home their very informative profiles and are able to include their written comments to share with staff. Most parents meet with staff to discuss their children's progress. Staff are keen to further enhance this partnership by ensuring that all parents are given opportunities to do this, so that they can contribute to planning the next steps in their children's learning. Parents speak highly of the setting. They say that the nursery is fantastic, staff are warm, caring and they provide a nurturing home from home care which help their children to feel settle and happy.

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

Children are well cared for in a well-organised learning environment and an effective key-person system ensures that they receive support to achieve good outcomes. Staff have a good knowledge of how to develop their learning through play. Children access a broad range of activities which are both adult-led and child initiated. Planning is flexible and takes into account children's individual needs and interests to ensure their continuous development is fully supported. Staff find out about their starting points from parents and together with observations use this information to assess their progress.

Children have a positive attitude towards learning and confidently participate in the full range of activities and first hand learning experiences provided. Staff provide good support and spend quality time supporting and extending children's play and learning experiences. For example, staff sit with a small group of children guiding and supporting them while using the nursery's computer as they take pleasure in drawing and painting their pictures on the computer showing good mouse control. They excitedly print of their pictures and show a sense of pride in their achievements. Children investigate and experiment during practical activities, such as floating and sinking. They explore the local environment, looking at the changes to the seasons and people in the community who help them.

Staff are skilled in helping children to problem solve and are at hand to assist when needed. For example, children work out how many bricks they need to build a tower, compare objects and complete simple jigsaw puzzles. Children enjoy looking at books for pleasure and eagerly participate during story sessions. They engage easily in conversations with adults and each other and are developing their early writing skills. They are beginning to write their names and draw recognisable pictures.

Children develop confidence and express themselves in different ways as they enjoy a variety of creative and imaginative play opportunities. For example, they

excitedly design and make their models using a variety of different materials, such as boxes and tubes as they cut, stick and join their materials together.

Children are encouraged to develop a healthy life style through the provision of healthy snacks that support their individual dietary needs. For example; they enjoy eating a selection of fresh fruits daily and help themselves to fresh drinking water when they are thirsty. Children are developing a good understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet. In addition, children enjoy regular walks in the local community and are developing their physical skills during outdoor. For example, they confidently use a range of outdoor equipment such as, bikes, tricycles and climbing frame.

Children are encouraged to learn about safety issues and how to keep themselves safe for example, crossing roads safely during walks in the community. In addition, staff use topics such as people who help us to enhance their understanding of safety.

Children's emotional well being is nurtured. They are developing friendships with each other and are well behaved. They know what is expected of them because boundaries are consistently and sensitively applied by caring and supporting staff.

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