

First Insight To Learning

Inspection report for early years provision

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EY368846

Inspection date

18/11/2009

Inspector

Sarah Street

Setting address

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Telephone number

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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

First Insight to Learning opened in 2003 and was re-registered in 2008 under the same ownership.

The nursery operates from the Pavilion within Beverley Park, in a residential area of New Malden. It is within walking distance of the local railway station, and New Malden High Street. The single-storey pavilion building has one playroom for the babies and one for older children, as well as a fenced outside play area and a covered veranda. Access to the premises is via two low steps.

The setting is registered by Ofsted on the Early Years Register. The setting offers full day care to a maximum of 19 children aged from three months to under five years. There are currently 22 children on roll who attend for a variety of sessions. The nursery is open every weekday from 8:00am to 6:00pm for 50 weeks of the year excluding Bank Holidays. The nursery offers extended hours for children to attend between 7:30am and 6:30pm. It closes for a week in the summer and a week between Christmas and New Year.

The setting employs seven members of child care staff. Of these, five hold appropriate early years qualifications and two are currently working towards a level three qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Happy and confident, children enjoy their time in this welcoming and busy setting. The environment supports each child and ensures their welfare and learning requirements are effectively met. Staff recognise the uniqueness of each child, interact warmly with them and value their contributions. Self-evaluation clearly identifies the setting's strengths and areas for development. There is a clear action plan for the future development of the provision which demonstrates a commitment and vision for continuous improvement. Partnerships with parents are a key strength and are significant in ensuring that the needs of all children are met.

What steps need to be taken to improve provision further?

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

- develop the system for seeking information from parents about the experiences children bring from home as a starting point for their learning journey
- ensure the details for contacting Ofsted if parents wish to make a complaint is up to date.

The effectiveness of leadership and management of the early years provision

Sound employment procedures ensure staff are suitable to work with the children. Staff take their responsibility for safeguarding children seriously. Many attend child protection training which further develops their knowledge. They have a good understanding of the procedures to follow if they have concerns about a child in their care, including what to do if the concern is about a staff member. Detailed risk assessments contribute to children's safety and staff take steps to minimise any risks. For example, a safety gate prevents unsupervised access to the kitchen and children are always supervised when playing outside. Children's confidence and high self-esteem demonstrate that they feel safe and secure.

Those in charge are focused on helping all children make good progress in their learning and development, and promoting their welfare. The team successfully use self-evaluation, which is influenced by the views of staff, parents and children. This enables them to identify areas for improvement and those they wish to develop. Links with parents are thorough. They have been supportive in helping the setting apply for grants to improve the building. Parents are well informed of their children's development and are given ideas and activities to further support learning. The setting recognises and values the contributions parents can bring inviting them into the setting to share their cultures and customs. These include Jewish festivals and celebrating Black History Month. Flexible settling in arrangements ensure parents and children feel welcome. The system to record information about a child before they start at the setting includes routines and preferences, but does not extend to cover the learning children have already experienced.

The team work well together and have a common sense of purpose to ensure that all children have the opportunity to achieve as well as they can. Children are encouraged to be independent as they confidently self-select from the varied toys. The use of photographs further supports this choice as children show staff any additional toys they would like out. Staff are guided in their day to day practice by the policies and procedures which are in place and generally well maintained. However, the contact details in the complaints procedure are out of date. Regular attendance at training enables staff to keep up to date with current practice and guidance. They are expected to feedback to the team and evaluate what they have learnt.

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

Staff support children's learning well by allowing them to develop their interests and involving themselves in the children's play. When children pretend they are going to visit the sea life centre on their bikes staff discuss what they might expect to see. Children respond to this with enthusiasm and run to get a model shark. Staff effectively use their detailed knowledge of each child, as well as written observations and assessments, to plan and provide a varied range of activities.

This assists children as they progress through the Early Years Foundation Stage and they make steady and appropriate progress in their learning. They are motivated to play and learn and are well supported by the enthusiastic and supportive staff. When a child wants to turn the computer on to look at numbers staff support the child in doing this, staying close by in case they need any help. Children's learning takes place in and out of doors as they confidently free-flow onto the well-resourced, covered veranda area. Children develop their knowledge about looking after themselves as they decide whether or not they need to put a coat on.

Children develop their language and conversation skills as many enthusiastic and interesting conversations take place during the day. Staff extend this by involving themselves in conversations and praising children as they speak new words. Children regularly choose to use the book area. They enjoy looking at books for pleasure, listening to group stories or asking staff to read to them. Children have varied opportunities to practise their pre-writing skills depending on their age and stage of development. Different size chalks and paint brushes mean that babies can attempt this while pencils and pens are also available. Children develop their number and problem solving skills as they confidently count forwards and backwards, add and subtract, match pairs and make patterns. These activities help set the foundation for each child's future life skills.

Children behave well because they know what is expected of them. They demonstrate this by responding to requests to sit back down as the room is not quite ready. Staff are positive role models who manage all situations calmly. They prompt the children to have good manners and appropriately praise their use. Children's good health is promoted as they have daily access to fresh air, either playing on the veranda or walking in the park. The use of climbing equipment enables them to develop their large muscle skills. Children learn about good personal hygiene as staff remind them to wash their hands regularly and to brush their teeth after meals. Helping with some meal planning and snack preparation helps children understand about the benefits of healthy food. They demonstrate this when commenting that fruit 'makes you big and strong' and 'tomatoes are healthy'.

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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