

Our Lady Queen of Peace Day Nursery

Inspection report for early years provision

Unique reference number	116176
Inspection date	27/01/2010
Inspector	Martha Naa Ahimah Darkwah
Setting address	10 Chiswick Lane, Chiswick, London, W4 2JE
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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

Our Lady Queen of Peace was registered in July 1968. The nursery operates within the convent house. It is located in a residential area of Chiswick, in the London borough of Hounslow.

The setting is registered on the Early Years Register and both parts of the Childcare Register. Opening hours are from 8am to 4.30pm daily. The nursery is closed for two weeks at Christmas and Easter, and for four weeks during August. Children attend a variety of sessions. There are two interconnecting rooms, which are used for play, sleep and mealtimes. A large garden is available for outdoor play.

A maximum of 25 children aged two to five years may attend at any one time. There are 20 children on roll and the setting takes children in receipt of nursery education funding. Currently, there are no children with special educational needs attending the setting. The nursery provides support for children who have English as an additional language.

There are six staff members, including the manager, of whom all hold a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are thriving in this stimulating and caring environment. They are actively encouraged and supported to initiate their own play thus allowing them to develop at their own individual pace. The staff team demonstrate a very good understanding of the Early Years Foundation Stage. They ensure that each child has appropriate care and attention to meet their needs, thereby creating an inclusive provision. The staff team reflects on their practice and shows commitment to deepening their understanding of how young children grow and develop. As a consequence, they are extremely well placed to maintain continuous improvement. This promotes positive outcomes for children in everything they do.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop observation skills and the procedures for analysing the information to identify children's next steps to support planning future activities

The effectiveness of leadership and management of the early years provision

Diligent steps are taken to ensure children stay safe. A comprehensive daily risk assessment is carried out to ensure that all areas of the building and garden are safe before children arrive. The staff team's vigilance means children remain safe at all times. They are deployed effectively across the setting ensuring all children receive excellent support to reach their full potential. The staff team maintain a comprehensive record of risk assessment and keep their skills updated through regular training in both child protection and food hygiene, all of which contribute to children being safeguarded extremely well.

Children receive care from suitable persons, owing to robust appointment and comprehensive induction procedures. Children are further safeguarded because staff members are knowledgeable about safeguarding procedures and their role within the procedure. All required documentation is in place. Systems for recording visitors to the group are good and the staff team are very aware of the procedures to follow to ensure persons not vetted do not have unsupervised access to the children.

The staff team show an excellent commitment to supporting all the children at the setting as they learn and develop. The staff members are a strong team and all demonstrate a very good understanding of their roles and responsibilities, they support one another very well. They meet regularly to discuss planning, any issues that may have arisen and assess how the planned activities have met the children's needs. They have developed effective planning methods which take into account each child's needs and interests exceptionally well.

The staff team use their in-depth knowledge of the Early Years Foundation Stage (EYFS) effectively to guide the provision and meet each child's individual needs. They keep a detailed journal for each child. Additionally a tracking system maps out each child's learning journey. Each book is full of photographs and pertinent notes documenting children's individual learning journeys and this is shared with their parents on a regular basis. In this way parents know what their children experience each day and they can support and extend their learning at home. Although the procedures for analysing the observation information effectively to identify children's next steps to effectively support planning of future activities has room for further improvement.

An exceptionally strong engagement with both parents and children is a particular strength of the provision. It contributes significantly to meeting children's individual needs well. Parents are positively encouraged to contribute to their child's development by informing staff of family events and children's particular interests. Partnerships with parents are very good. Staff relate very well to all parents, greeting them in a friendly but professional manner. There are clear systems in place to gather information from parents before children start and their developmental records are freely accessible on shelving within the classroom. Information about the curriculum and planned learning activities are displayed for parents to read. Parents are actively encouraged to share in their children's

learning, for example, coming in to share a skill or read a story, and leading cooking activities. Parents organise fun days with Indian and Spanish dancing. They speak highly of the nursery, in particular the welcoming and supportive staff as their children have settled in.

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

The nursery is very well resourced in most respects, indoors and outside. Children have easy access to a wonderful array of high quality resources and carefully planned activities which they enjoy. This allows them to develop their independence, have choice and promote their preferred style of learning thereby boosting their self-esteem. The staff team provide excellent role models to children, caring, consistent and positive which encourages good attitudes in children. They observe and assess children carefully basing their planning on children's interests and needs so all enjoy their learning and have a worthwhile experience that helps them thrive and make excellent progress.

Children are inquisitive, questioning and active learners. Excellent relationships and behaviour help everyone play happily. They follow the staff team's excellent role model and are busy and interested in stimulating activities. The easy access to resources ensures choice and autonomy over their learning. Children thoroughly enjoy deciding what they will do and have a wide choice. They learn to get on with one another and clearly trust the staff team to make sure they all have a turn.

Children learn about healthy lifestyles. They use clean rooms and the staff team ensure that systems in place ensure children's safety and their well-being. They keep their first aid skills updated so they know how to care for any child who becomes unwell while at the nursery. Children are increasing their physical skills as they engage in jumping and climbing games in the secure garden. Children learn about good personal hygiene and are helped to understand why they must wash their hands at certain times, dispose of rubbish correctly and help to control infection.

Staff place heavy emphasis on the development of children's vocabulary and understanding before moving on to the more formal aspects of literacy and phonics. Children decide which computer programmes to use and they competently select them using the computer mouse. They compare, match and count accurately and show great adeptness with memory games and in using the mouse to drag and drop.

The staff team show an abundant understanding of equality and diversity, ensuring that all children enjoy equal access to equipment, toys and resources, working with other professionals to support children's needs. An inclusive and welcoming service is provided by the setting; adults support children and provide an enabling learning environment. Children are extremely happy and well behaved; they know what is expected of them. They learn to share, to be kind and to take turns, for example, as they build with building blocks.

Staff members demonstrate a very good understanding of the needs of children who are learning English as an additional language. Multi-lingual staff members use their skills in Portuguese, Spanish, Italian and French. The availability of dual language materials means that children have opportunities to extend their vocabulary and participate. Additionally, displays and posters with text in other languages give children the opportunity to see other languages written down. All children have the opportunity to see sign language on posters and a visual time table.

Positive partnerships with parents and other professionals involved with the children make a significant contribution towards each child's particular needs being known and effectively met. Termly newsletters are well received and social and fundraising events are planned. Parents are heavily involved in writing the newsletters which are translated into other languages as and when required. Parents assist with different activities at the setting such as cooking arts and crafts projects, gardening, storytelling and celebration such as African Day, Chinese New Year and Christmas.

All children are encouraged through songs, stories and planned activities to learn about the language, culture and religion of others. Posters and photographs further enhance children's understanding of traditions in the local community and wider world. For example, during a recent visit to St Mary's Convent and Nursing Home, children sang and danced for the elderly residents and received a warm letter of thanks for an enjoyable experience.

A comprehensive range of policies and procedures provide the framework for the successful delivery of care and education.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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