

# Golders Hill Pre - School Nursery

Inspection report for early years provision

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**Unique reference number**

EY400490

**Inspection date**

04/05/2010

**Inspector**

Jane Mount

**Setting address**

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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).

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## **Description of the setting**

Golders Hill Pre-School Nursery was registered in October 2009 and is one of four provisions run by Golders Hill School Ltd. It is situated in Golders Green, London and is part of Golders Hill School. The setting operates from a basement room which opens onto an enclosed outdoor play area and has use of associated facilities including toilets and a nappy changing area. Access to the provision is via a flight of steps.

It is registered by Ofsted on the Early Years Register only. A maximum of 12 children in the early years age group may attend at any one time with none under the age of one year. There are currently 23 children on roll and they support children who speak English as an additional language and children with special educational needs and/or disabilities. It operates term time only and is open every weekday morning from 9.00am to 11.45am.

The provision employs four members of staff and half of the staff team hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides effectively for children in the Early Years Foundation Stage. They understand that every child is unique and work in close partnership with parents to ensure children's needs are met. Children are provided with a varied range of play and learning experiences with effective assessment and planning systems to ensure children make good progress in their learning and development. Children are safeguarded and their welfare is fully protected as records, policies and procedures required for safe and efficient management of the Early Years Foundation Stage are in place. The provision has a positive attitude to improvement and is aware of their key strengths with some areas they wish to develop further. A system to more effectively monitor the quality of the service offered, such as self evaluation, is in the process of being developed.

## **What steps need to be taken to improve provision further?**

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

- develop further a quality improvement process, such as self evaluation, to closely monitor and extend effective practice to ensure continued improvement.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is protected and arrangements for safeguarding children are secure. For example, all staff have recently updated their knowledge of child protection through attending training and systematic procedures for the recruitment, vetting and induction of staff ensure their suitability to work with children. Children's safety is paramount and positive steps are taken to ensure children's safety and wellbeing are fully protected at all times. For example, children are closely supervised and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. Children's risk of accidental injury is minimised because staff are vigilant with ongoing visual checks and written risk assessments in place to ensure any potential hazards are identified and minimised immediately.

This is the settings first inspection since registering and staff are guided by a manager who is developing confidence in her role and a supportive head teacher. They have a clear vision and commitment to provide a high quality provision for the children and parents who attend the setting. Staff have been working hard to develop a secure knowledge and understanding of the Early Years Foundation Stage and are committed to fully implementing the framework. Consequently, this has a positive impact on outcomes for children. Systems such as staff induction and regular staff meetings ensure staff are clear on their roles and responsibilities. Continuous professional development is encouraged with training needs identified and addressed through staff appraisals. All necessary policies and procedures required to ensure the safe and efficient management of the setting are in place and overall well organised. Some processes are in place to monitor and assess the quality of the provision. For example, feedback is sought from parents. A self evaluation system to reflect on and extend effective practice is in the early stages of development and the setting aims to actively use this as a way of ensuring continued improvement in the future.

Strong partnerships between parents and staff ensure children quickly develop a sense of belonging. A key person system is in operation and daily verbal communication with parents ensures children's individual needs are effectively met. All children and their families are valued and appreciated. Children with English as an additional language are supported well as bi-lingual staff are able to communicate with children in their home language while ensuring they have regular opportunities to speak and learn English. Parents are kept fully informed about the setting. For example, new parents receive a starter pack which includes the policies and procedures of the provision. Additional information including regular newsletters can be easily accessed via email and the school website. Parents take an active role in their child's learning and development and are encouraged to share what they know about their child. For example, parents complete an 'all about me' sheet when their child first starts to attend and they are then asked to read and contribute to children's observation and assessment records on a regular basis. The setting has secure links with other early years providers delivering the Early Years Foundation Stage such as the nursery and the rest of the school to fully promote the integration of care and education.

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

Children's learning and development are promoted and children are making good progress towards the early learning goals. Staff closely monitor children's learning through regularly observing and assessing individual children to identify their progress and achievements over time. Children's individual development files show how they are progressing and this information is shared with parents and used to inform future planning. Staff know the children in their care well and plan activities and play experiences which cover the six areas of learning and which take account of children's interests and abilities. They support children well and are beginning to create a child enabling environment with a balance of adult led and child initiated activities to encourage children to be active learners. Children's personal, social and emotional development is fostered with their independence skills encouraged. For example, children are able to make independent choices in their play with most resources organised so they can easily access them. Children listen and respond with enjoyment when looking at books and listening to stories and can often be seen sitting and looking at books with friends in the book area. They are beginning to understand that print carries meaning and are becoming familiar with the written word. For example, there are name labels on coat pegs and most toy boxes are labelled with the contents. Children can access some writing and drawing materials and they have opportunities to express themselves creatively and to explore varied materials and media on a regular basis. For example, children enjoy exploring the changes to paint when they mix different colours together when painting. They have opportunities to experience music. For example, they actively participate in music and singing sessions and delight in making the animal noises when singing 'Old MacDonald had a farm'. Children use their imaginations such as when they dress-up and play in the home corner. They are showing confidence and understanding in their mathematical learning through varied activities which involve numbers, shapes, patterns and problem solving. Staff encourage the use of mathematical language such as talking about 'bigger' and 'smaller' when playing with construction bricks. Mathematical concepts are reinforced through books, singing and counting during the daily routine such as when counting how many children are present and how many chairs will be needed at snack time. Children have access to resources that develop their knowledge and understanding of the world and staff promote a positive awareness of diversity through discussion and some activities. Children have opportunities to learn about their own and other cultures and religions. They have some resources that develop their knowledge and understanding of technology such as using a camera to take photographs.

Children's health and wellbeing are promoted. For example, staff consistently implement good hygiene practices to prevent the spread of infection such as cleaning the tables before children eat and helping younger children to wipe their noses and dispose of tissues appropriately. Children are cared for in an environment where they are learning the importance of good hygiene and personal care. For example, children are aware of the need to wash their hands before eating and after visiting the toilet and posters are used as visual prompts to remind children of the simple hygiene procedures to follow. Also, support and

guidance from staff helps children gain a clearer understanding of good hygiene practices to ensure they stay healthy. Children participate in a range of activities which positively contribute to their physical health and fitness. They have regular opportunities to exercise and to develop their physical skills within the daily routine. For example, they enjoy playing in the outdoor area and resources enable children to run, jump, climb and balance. Children have an awareness of space through running around obstacles and develop hand to eye co-ordination through throwing and catching. Healthy eating is promoted. For example, staff encourage discussion about the benefits of eating plenty of fruits and vegetables at snack time. Positive relationships between staff, children and parents enable children to feel secure. Children are confident and self-assured in the setting. The environment is safe and children are learning how to keep themselves and others safe with staff explaining safe practices. For example, children are sensitively reminded not to run when indoors in case they fall and hurt themselves or others. When outside children are reminded how to stay safe such as holding on tightly when climbing up the steps of the slide. Children's behaviour is managed well and dealt with in a positive and consistent manner. Staff give clear explanations, encourage children to apologise and regularly acknowledge positive behaviour. For example, children are praised when they spontaneously sweep up sand spilt from the sand tray and acknowledge when a child has been kind and helpful to another child. Staff reinforce sharing and taking turns and regularly discuss how children's behaviour can have an impact on others. Consequently, children are learning to respect others and to manage their own behaviour.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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