

Miss Daisy's Nursery School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Miss Daisy's Nursery School is one of two settings run by the same private provider. The school was registered in 2009 and is located in a church crypt in Kensington. The local authority is Kensington and Chelsea.

A maximum of 40 children may attend the nursery school at any one time. The nursery school accepts children from the age of two years and six months. It is registered on the Early Years Register. The church crypt is divided into two main areas for younger and older children although free flow play is encouraged for part of each day.

The nursery school is opens at 8.45am and closes at 12 noon for children under three years of age and runs from 8.45am to 3.00pm for older children who may attend for full days on Mondays, Tuesdays and Thursdays. The nursery school is open during school term times only.

There are currently 40 children aged two to under five years on roll. A number of children receive funding for early education. The nursery school currently supports a number of children with English as an additional language.

The nursery school employs nine members of staff, all of whom hold appropriate early years qualifications. Peripatetic specialist teachers visit the nursery each week to lead lessons in sport, dancing, music and movement and French.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are thriving in their learning and development in this nursery. This is because the manager and staff make good use of valuable information gained from parents to establish children's starting points. They observe the children and show a good understanding of their individual needs in all aspects. Every child is making excellent progress towards the early learning goals given their starting points. Cultural diversity is valued and respected well overall. The provider and staff accurately evaluate the quality of the provision for children in the setting and the steps they take to implement improvements are effective and ongoing. The capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- further develop the systems for observation and assessment to identify specific learning and development priorities for children
- continue to develop the two-way flow of information with parents about the progress and development of their child to enable them to support their

child's learning at home.

The effectiveness of leadership and management of the early years provision

All staff members demonstrate a good understanding of the Early Years Foundation Stage and have worked effectively to ensure that its implementation has been a positive feature of the setting's development. The provider/manager is actively involved in working with the children each day which means that she is fully informed about the quality of the provision for children. The person in charge greets parents and children personally and takes responsibility for keeping the quality of care and education in the setting to a high standard. Every member of staff is checked for suitability at the time of their employment which helps to safeguard the children. Effective safeguarding policies are in place and are clearly understood by staff members. They know what signs or symptoms indicate that children may be ill-treated and the reporting procedures to use to fully safeguard children.

Staff members promote children's welfare well. They are clear about their roles and responsibilities and they focus their full attention on the children at all times. The manager and staff work together successfully to promote children's learning through play and the children are making good progress given their age and starting points. Excellent range of detailed information is obtained via a pre-admission form and 'All about me' is used effectively to plan activities for children according to their individual needs and interests. Children are supported by staff members who have good knowledge and understanding of the early learning goals. This is because planning is understood by all members of staff as it is recorded in sufficient detail to ensure a consistent approach and develops each child's uniqueness.

Effective deployment of staff ensures that sufficient staff members work directly with children in small groups which promotes the safety of the children. Staff plan with care and they help every child to make good progress. Staff members keep the children safe and secure at all times and the documents and records to support this work are mostly complete. The needs of every child are carefully assessed and staff work closely with parents and other agencies to ensure that children's individual needs are met. Staff work closely with the early years professional who is guiding them and supporting the development and continuous improvement of the setting's provision for children.

Evaluation of the educational programme has also taken place and the provider and staff members have successfully developed their teaching methods to place greater emphasis on children learning through play and exploration. Staff are conscientious in their approach to ongoing professional development and their training helps them to provide a worthwhile programme of activities for every child who attends. This is based on the early learning goals recognising children's individual needs, the development of positive relationship, and the contribution that the learning environment makes to children's learning and development, and the unique way that each child learns. Staff members maintain a learning journey

mapping children's progress in the Early Learning Goals and share this with parents. Staff members know all the children very well and track and record the achievements of each child in all areas of their learning. They plan with care to help every child to make the very best progress, however, aspects of individualised planning are not always recorded in sufficient detail.

There is a strong commitment to working in partnership with parents and carers. Staff are always building on existing processes to enhance the effectiveness of this partnership. Parents receive comprehensive information about their child's progress and are able to contribute to assessments made on their child. Additionally, parents have opportunities to discuss their child's progress with their child's key worker. Parent evenings are organised well to include discussions and written information on the early learning goals. There are various opportunities for parents to be involved in their child's learning and development in the setting. These include contributing to the child's learning journal. The educational programme is shared effectively with parents by means of information technology as well as detailed information on notice boards. The nursery school time table for each week is displayed on an electronic screen for parents to read. The slide show includes information on the nursery school and photographs of children engaged in activities. However, specific ideas of how to support children's learning at home are yet to be fully secure.

A comprehensive range of policies and procedures, provide the framework for the successful delivery of care and education. All other required documentation is in place and in sufficient detail. Parents say that they have every confidence in the staff, as they are very approachable and always ready to listen and their children are happy and they look forward to coming to the setting to play and learn with their friends. Parents support the setting by organising coffee mornings and join the other nursery school for sports days

Staff members are fully involved in the self-evaluation process to monitor the quality of care and education and successfully identify and address areas for development. For example, fully focusing on and improving aspects of the educational programme and how this is implemented to ensure optimum planning and assessment systems.

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

The children enjoy free choice play with a good balance of adult-led and self-initiated activities. Staff members are attentive and supportive towards children who are settling in and work closely with parents to ensure the process is meeting children's individual needs. Children play peacefully and they can safely explore their environment. They play with stimulating toys and resources which attract their interest. One to one time with staff is used positively to promote number and letter work using a range of resources from boxed practical tangible every day objects and sorting seeds into sizes. Children also grow herb seeds at the nursery. In this way they learn about how to care for plants, track their growth and talk about the use of herbs in cooking. Healthy eating is discussed in planned activities.

Children learn to keep themselves safe through learning about road safety on walks and outings and through learning to walk indoors to prevent accidents. Risk assessments are regularly carried out and recorded for the premises and for outings. Regular trips to the local parks, and daily lively games and activities led by specialist teachers indoors, promote good health.

Children display great enthusiasm for physical activity, both indoors and outdoors, squealing with excitement when acting out dances to music as they jump on one foot, twist and turn and negotiate space and control of their bodies. They benefit from frequent opportunities to play outdoors in the fresh air, alongside well organised activities that challenge and support their physical development such as using hoops in a variety of activities. Children are keen to take part in dance/music and drama activities with visiting staff. They sing songs, clap hands, stretch, and jump about energetically and the staff members infect the children with their enthusiasm.

Children are cared for in a warm, well lit and child centred setting where they have easy access to a good selection of books, toys and resources. Tables and chairs are the correct height for the children to sit in comfort. Staff members follow well established routines and procedures to maintain good standards of hygiene in the setting for the children. They explain to the children that clean hands are needed to eat snacks and meals. The school provides healthy snacks for all children but the older children who stay all day bring a packed lunch from home. All members of staff have undergone first aid training. All of the required information and written permissions are obtained from parents to enable staff to promote children's continuing good health and well-being.

Good clear displays of text, numbers and educational posters help children develop communication and literacy skills. For example, children know the letters and syllables that make up their name and write or recognise them confidently. Children spend time in the well arranged book corner reading alone and sharing books with others or retelling the stories through use of pictures. They show respect for books and enjoy story time. Children look at books on their own and with staff and they listen attentively to stories, enjoy the pictures and explanations and they ask thoughtful questions. Children's all round progress is good; for example, they become confident speakers as they engage in conversations with each other and members of staff, they use a wide range of mark making equipment and see many examples of written language, their understanding of numbers is enhanced through practical every day experiences. Children's art work is varied and colourful and made according to their own ideas. Staff members are good role models for the children. They demonstrate polite ways of speaking and they help children to behave with consideration for the needs and feelings of others.

Planned activities include celebration of different festivals such as Diwali, Thanksgiving and Chinese New Year. Children have access to a wide range of toys that promote positive images of diversity. Positive relationships exist between the staff members and the children. As a result, children develop their knowledge and understanding of the world and its cultural and religious differences.

The children thoroughly enjoy their time in the setting as they achieve positive outcomes, become increasingly independent and exercise appropriate amounts of control over their own behaviour. They are well mannered, polite and courteous.

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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