

Abbey Nursery School Limited

Inspection report for early years provision

Unique reference number	137750
Inspection date	29/04/2010
Inspector	Arda Halls
Setting address	Cricklewood Baptist Church, Sneyd Road, Cricklewood, NW2 6AN
Telephone number	020 8208 2202
Email	ruby_azam@hotmail.com
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Abbey Nursery School was open in 1980 and registered with Ofsted in 2001. The setting operates from a church hall which is located in Cricklewood within the London Borough of Brent. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide full and sessional day care for 55 children aged two to five years. There are currently 87 children on roll. Of these 22 children receive funding for the two-year old pilot and 48 for the three-year old nursery education grant. The nursery is located on the ground floor without stairs. The nursery occupies a main hall with an adjoining play room. There is a fully enclosed outdoor play area along one side of the nursery. Abbey Nursery School serves families from the local area. The setting supports a number of children with English as an additional language and children with special educational needs and/or disabilities.

The nursery opens five days a week during school term times. Sessions are from 8:30am to 12:00pm and 12:30pm to 4:00pm. Children attend full day care from 8:30am to 4:00pm. The setting employs 12 staff including the manager. The manager is supernumerary. There are 11 staff that hold relevant early years qualifications. One member of staff is currently working towards an early years qualification. The nursery receives support from the Early Years Advisory teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled in this exceptionally child-centred environment. Children are unquestionably safe and significantly supported by the staff. Children have access to a delightful range of play activities which ensures they make successful progress in all areas of their learning. Staff have an excellent understanding of the Early Years Foundation Stage and they successfully encourage parents who are actively involved in all aspects of their children's care and learning. Planning for individual children is extremely well organised with frequent observations and assessments in place which significantly enhances children's learning and development. Well written policies and procedures underpin the nursery practice effectively and are readily available to all parents.

What steps need to be taken to improve provision further?

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

- continue to improve the procedure for preventing cross infection with regard to hand washing

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are cohesive and well written and made available to parents. This ensures that children are significantly protected from the risk of harm and ensures that they enjoy a safe and supportive nursery environment. Staff have a thorough understanding of the signs of possible abuse and neglect and there are accurate procedures in place to act quickly and professionally if there are any concerns about children. Precise contact details are readily available so staff can obtain advice and report any concerns without delay. Purposeful recruitment and induction procedures are in place and staff undertake frequent safeguarding training which further safeguards children.

Successful relationships with parents contributes to excellent outcomes for children. Daily discussions and learning journey folders ensure that parents are kept up to date with all aspects of their children's lives. Staff diligently share their knowledge and expertise with parents and work hard to involve them in their children's learning and development. For example, staff work enthusiastically to display children's artwork, information on activities and information about the Early Years Foundation Stage. This means parents can follow what their children learn with ease. Parents are also supplied with questionnaires to enable their comments on nursery practice to be considered. There are effective procedures in place to ensure other providers who may be involved in the children's lives have opportunities to share information regarding children's progress and development successfully.

All of the staff are trained in early years childcare and the manager and deputy manager are working towards higher qualifications in early years. This results in staff having high expectations of what children can achieve which means children achieve exceptional outcomes. Staff regularly attend training and workshops to improve their knowledge and they use their skills to improve the effectiveness of their planning. This ensures that individual children's needs are consistently met. Staff have an in-depth knowledge of each child and they customise their planning and their practice to suit children's needs as they change. They are proactive in identifying and working towards narrowing the gap in the children's level of achievement. They take account of children's individuality to ensure innovative opportunities are provided for all children to be successful. Children undoubtedly enjoy a stimulating and very child-centred environment in which resources and activities are presented attractively. Children subsequently move about freely throughout a colourful playroom that is a stimulating place to explore, learn new things and make independent choices. Flexible attitudes and a vibrant everyday practice ensures that all aspects of children's learning, development and welfare are fully supported.

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

Children make excellent progress as they enjoy stimulating learning activities with substantial support from staff. This ensures children develop fully as individuals. A wealth of creative learning experiences are on offer which excites and stimulates children's enjoyment of learning. Accurate information is recorded about children's starting points and careful observations of children's progress ensures all aspects of children's care needs are met with success.

Children are highly confident when exploring their environment. They play an active role in their own learning as they make choices about what they do throughout the day. They are naturally inquisitive and curious which is encouraged consistently by staff. An extensive range of activities and resources help them understand the society in which they live. There are precise rules about how they treat one another so that they develop a positive view of themselves and others. Their behaviour is excellent which results in excellent self-esteem.

Children play both independently and with their friends. This helps them to develop the skills they need for future learning. They make significant progress in communication, language and problem-solving as they enjoy a wide range of challenging and exciting experiences. For example, they know they are making 'feely books' when they enthusiastically stick collage materials on small cards. They are not hesitant in talking to adults and quickly inform them which seats are appropriate on which they may sit.

Important steps in literacy are made as children enjoy books and mark making. Children's stages of development are carefully considered as children are divided into small groups for story time. This ensures that children get stories read to them that are purposeful and suited to their interests and age group. Throughout the day children naturally navigate to the area which best suits them. There are excellent displays of mark making and numbers which are consistently changed as new work is completed. Children never tire of admiring their own work. They enjoy a range of celebrations which parents help to highlight with their active participation. These celebrations give children a strong sense of belonging in the nursery and help them to understand each other's cultures. They demonstrate a willingness to keep themselves safe as they sweep up the floor when they spill sand from their activity. They learn the skill of sweeping which gives them good experience in hand and eye coordination at the same time as learning to be helpful. Discussions on safety are supported with the use of books and posters. Children are protected further through the use of thorough risk assessments both indoors and out.

Children thoroughly understand how to lead a healthy life as they enjoy a range of healthy foods and drinks everyday. Milk or water is always available and children are learning how to dispense it themselves with help from staff who are patient and understanding of their needs. Children are exceptionally skilled at serving themselves fruit at snack time as well as decanting their own food at lunchtime. However, they do not wash their hands with soap and water before eating as they

use a disinfectant gel. This routine does not help children to learn good hand washing habits before eating. However, children are escorted individually to the toilets and have individual care in hand washing at this time. Children also learn that good health is assured by making the most of fresh air and exercise. Outdoor play is readily available throughout the day as doors open directly into the outside play area. Children make the most of their physical play indoors by climbing and sliding down the slide and outdoors by playing skipping, hopping and ball games in the safe enclosure.

Children are enthusiastic as they take part in sand and water play where they are free to experiment as long as they like. This provides considerable opportunities to learn skills in problem solving as well as developing skills such as pouring and measuring. Children paint indoors and out at an easel without interruption and they paint in the garden using water and brushes to freshen up the fencing. There are numerous stimulating activities for them to take part in which they glue and stick and cut out to make artistic creations of their own design. The skills they learn are endless. Staff are exuberant as they sing along and talk to the children with great animation. There is an extremely good rapport between children and staff during the activities. Staff encourage the children unreservedly which results in children having high achievements. Children are in control of themselves, for example as they are consulted about what to put out in the garden each day. This involves the children significantly and it builds their confidence and self-esteem wholeheartedly.

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	2

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	2
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

The quality of the provision in the Early Years Foundation Stage	1
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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