

Jules' Nursery Hut

Inspection report for early years provision

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Inspection date

19/05/2010

Inspector

Julie Biddle

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

The setting opened in 2009, it is located in a residential area of Kenton in the borough of Brent. Access to the setting is via a small service road to the front of the premises. A small ramp is available at the front of the building for wheelchair access and toilets are available for wheelchair users.

The setting is open from 9.30am to 4.00pm on a daily basis, term-time only. Children have the option to either attend morning sessions from 9.30am to 12.30pm or afternoon sessions from 1.00pm to 4.00pm or to attend for the whole day.

The setting is registered on the Early Years Register and is permitted to care for 26 children aged two years and over. Currently, there are 19 children on roll within the early years age range who attend on a full and part-time basis.

There are currently four staff employed within the setting, of these, three hold appropriate early years qualifications, including the manager and deputy. The setting is in receipt of funding for nursery education and supports children with English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff get to know each child's individual needs and abilities and use their sound understanding of the Early Years Foundation Stage to provide satisfactory learning and development opportunities in most areas of learning. Children are making satisfactory progress in their learning, given their starting points, age and ability. A positive partnership with parents and carers enables children's individual needs to be effectively met. The management have an accurate understanding of the strengths and weaknesses of the provision and are keen to continuously improve the service for children and their families.

What steps need to be taken to improve provision further?

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

- develop further the systems for observations to plan the next steps in children's learning and meet each child's individual learning needs
- develop the outside area to fully incorporate the six areas of learning and benefit all the children
- develop the range of resources that encourage children's access to information technology
- develop further systems to engage and work with parents to include them in their child's learning.

The effectiveness of leadership and management of the early years provision

Children are kept safe while in the nursery, this is due to the staffs' commitment to ensuring appropriate procedures are known and valued. For example, all staff have an understanding of safeguarding children issues and their role in protecting children. Suitable staff recruitment procedures are implemented, meaning children are cared for by suitable, qualified adults. For example, checks such as Criminal Records Bureau are completed and references obtained. Systems for recording visitors are appropriate and staff are aware of the procedures to follow to ensure unvetted persons do not have unsupervised access to the children. Daily safety checks ensure the premises, toys, equipment and activities are suitable and safe for the children attending. Written risk assessments are undertaken, which identify hazards and enable the preventive measures to be put in place to protect children. Staff are vigilant in supervising the children, in particular when the children choose to play outside. Children are developing a sense of how to keep themselves safe. For example, they know not to run in the setting.

The management team and staff have worked well together to meet the actions raised at the previous inspection; thus resulting in better outcomes for children and showing commitment and ability for continuous improvement. The management team and consequently the staff are well motivated. They are aware of the settings areas of strength and areas for further development. For instance, they plan to develop the outdoor area to provide a richer learning environment for the children. Furthermore, to link the indoor and outdoor environments so that children can move freely between them throughout the session. In addition, the management team work closely with the early years advisor to continually improve the provision for children's care and learning.

A satisfactory emphasis is placed on partnership with parents, which in turn benefits the children. Parents are unanimous in their support of the setting and are very happy with the care their children receive. Parents particularly comment on the approachability of the staff. Staff engage warmly with parents and keep them informed of their children's achievements, well-being and development through daily chats. The managers demonstrate that they are aware that they need to make links with other provisions that children attend, although systems to exchange information are not yet developed to ensure continuity of children's learning and care. All of the necessary permissions are gained in writing from parents. An appropriate number of staff are first aid trained to ensure that children receive appropriate care in the event of an accident. Written reports of accidents are signed by parents.

Overall, children benefit from an inclusive environment where they are happy and secure. Many of the children demonstrate a strong sense of belonging. The nursery actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. There is a range of toys and resources which help to promote children's understanding of diversity within our society. Furthermore, diversity is valued through recognising special events and festivals, such as Halloween when children make and enjoy eating pumpkin soup.

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

Children are happy and enjoy their time in this stimulating environment, where they are offered a range of activities that challenge and interest them. They are making satisfactory progress in their learning and development, as staff are developing an understanding of the Early Years Foundation Stage requirements. The staff have begun to develop individual progress files for each child detailing observations of their achievements, however, these are in their early stages. The information gathered is being used to track children's progress in their learning and is beginning to affect the plans made for each child.

Children are developing healthy lifestyles as they begin to adopt good hygiene routines as they wash their hands before snack time, which helps protect them from the risk of cross-infection. They enjoy healthy options at snack time, helping themselves to fruit and toast. Staff are vigilant in keeping tables clean and following good hygiene guidance when handling food. Children have inside and outside play opportunities to be active. For example, they have a lovely time and are keen to take part in dancing activities with the staff. In addition, children have fun as they play in the outdoor area; they use bikes, cars and push buggies. Staff gently remind children how to stay safe in the sun and how to keep hydrated by providing jugs of water for children to help themselves to.

Children are settled and willingly take part in activities that are arranged by the staff. Children make choices and on occasions share the responsibility for decisions. Children have opportunities to practise their early writing skills as they draw recognisable pictures. They are encouraged to recognise their own name and the letters in it as they look for their mat at snack time. Children's speech and language skills are developing as staff use appropriate questioning skills that encourage the children to think for themselves. Children sit and listen attentively at story time, as staff enthusiastically read stories to them, thus encouraging their participation and interest in books. This interest is further developed as children touch and feel real items from the story and predict what will happen next. They develop their creativity through arts and craft activities. For example, they have fun making kites. There is a lack of equipment, such as, computers and programmable toys available for children to help them learn about information technology.

Children have developed good friendships in the setting and are able to show sincere concern for others. They are beginning to develop cooperation skills as they negotiate with their peers. Staff are good role models they have a calm approach to behaviour management and encourage children to show kindness to each other. Children respond positively to praise and encouragement by staff.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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