

8 till 6 Eagle Nursery

Inspection report for early years provision

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Inspector

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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 8 till 6 Eagle Nursery is run by an individual. It opened in September 2009 and operates from one large hall and small quiet room in a community hall. It is situated in Neasden in the London borough of Brent. A maximum of 30 children may attend the nursery at anytime.

The nursery is open each weekday from 8.00am to 6.00pm, Monday to Friday. All children share access to an enclosed outdoor play area.

The setting is registered on the Early Years Register. The nursery has 22 children on roll. The nursery provides care for children in the local area. The nursery employs three members of staff and a manager, all of whom have a relevant childcare qualification. In addition they have a bank member of staff who is currently training towards a recognised childcare qualification.

The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled, they are beginning to form positive relationships with the staff and their friends. The management of the nursery recognise they continually have to assess and monitor the provision to identify areas for improvement. This includes developing the outdoor play area and assessing staff, to confirm their understanding of the roles and responsibilities they take on. In addition, the procedures in place for assessment of staff suitability are not fully secure. The staff team engage with children well, although they do not always use practical experiences throughout the day to promote children's learning. The organisation of the daily routine is flexible; however, on occasions it does not meet the needs of the children who attend. The staff team work effectively with other professionals and parents and carers to meet the individual needs of the children who attend. Overall the setting have improved the quality of the service it provides since the last inspection and complies with all of the regulations, however, there is scope for further improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of the daily routine to meet the individual needs of the children
- further develop the outdoor area to fully promote all six areas of learning
- review the recruitment procedures to include assessment of applicant's health to contribute towards making a suitability decision

- ensure the deputy manager is clear of their role and responsibilities in the absence of the manager
- ensure that staff are confident in the implementation of the Early Years Foundation Stage curriculum and they take every opportunity to promote and support children's learning in all activities throughout the daily routine

The effectiveness of leadership and management of the early years provision

Safeguarding regulations and duties are met and arrangements and policies for safeguarding are in line with requirements. Staff have attended training and there is a nominated person, who has responsibility for overseeing the protection of children. The setting identifies dangers as part of their risk assessments, and takes steps to eliminate those, helping children to keep themselves safe.

Leaders and managers are motivated to seek further improvement; they regularly send staff on training courses, conduct appraisals with staff and have opportunities to meet as a team. Although staff take on specific roles, within the nursery, on occasions they are not clear of their responsibilities as part of that role, in the event of the manager not being present. Policies and procedures are displayed for parents to see and most are up to date. However, the recruitment procedure does not currently include assessment in relation to staff's health; as a result it is difficult to make a robust decision on staff suitability.

The group has begun to evaluate their own practice and they have a satisfactory overview of the quality of the nursery. Procedures are in place to monitor the progress and well-being of children and the quality of teaching and learning. However, they have yet to fully develop the systems in place for observation and gathering evidence of their own practices. They actively seek the views of parents, children, staff and the management team. The nursery identifies most of the strengths and weaknesses of the early year's provision, although the action plan is mainly based on the physical development of the service. Management communicate ambition and drive and act as positive role models for the rest of the staff team.

Levels of engagement with each child and their family are satisfactory; some staff speak the languages of the families who attend, helping to support both children and their parents. Planning for children is undertaken on an individual basis and their developmental needs are identified and incorporated into the plans.

The setting has a highly positive relationship with parents and carers and relationships are well-established, ensuring each child's needs are met. The setting seeks parents and carers views, in addition parents representatives are invited to attend meetings to enable them to be involved in decisions about the provision. Children have good opportunities to share their views about the provision and be involved. For example, a questionnaire is undertaken with them by their key workers to find out what they like about their nursery. Parents and carers are kept well informed about their children's achievement, well-being and development. The setting helps parents and carers to support their children's learning in different

ways. For example, the speech therapist visits and gives general advice on ways of how they can enhance their child's language. The effective liaison with parents and carers contributes to improvements in children's well-being and development. There are clear and accessible channels for parents and carers to communicate with the setting, for example, the manager makes herself available every day to meet and greet parents and carers and makes sure they have up-to-date, accurate information.

The setting communicates with other professionals forming a link between the parents and the service, which in turn supports both children and the staff who work with them.

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

Staff have a sound understanding of the Early Years Foundation Stage curriculum, however, the implementation is not always applied consistently throughout all the activities. For example, during practical activities such as putting coats on to go in the garden and meal times; as a result there are some missed opportunities for promoting children's learning. Observation and assessments and their use in planning are satisfactory, and this information is used to plan for future activities. The setting have developed the indoor environment to enable children to self select from a range of resources, which are set out attractively in the different areas of learning. Staff are generally well deployed, indoors and they engage well with the children. However, the outdoor area has yet to be developed to fully promote the six areas of learning, and as a result staff are not always as clear of their role within the planned activities.

Generally children enjoy listening to stories, which helps promote children's language and literacy skills, staff are skilled at story telling and engage the children in one of their favourites, 'so much'. They respond to the questions asked by the staff, such as 'whose coming now?' by joining in with the telling of the story, which they are very familiar with. On occasions the organisation of the daily routine does not always meet the individual needs of the children. For example, children are seated for long periods of time during circle time and then they sit again for story time. As some of the children are very young they find it difficult to sit and concentrate for such a long time.

Children are secure in the setting and most are beginning to display a strong sense of belonging. They are happy and settled and generally display confidence and self-esteem. Children are beginning to form positive relationships and most are developing skills working independently as well as alongside their friends. Overall, most children's behaviour is satisfactory and staff manage their behaviour appropriately.

Through planned activities children are developing a sense of how to stay safe within the nursery. For example, the community police come to visit and talk to children about safety issues. They do topic work such as why they have to sit in car seats and wear seat belts. Parents comment their children know how to keep

safe when they cross the road, telling them to 'stop when it is red and go when it is green'. Overall, very young children are starting to develop a sense of security and confidence within the setting due to generally good interaction from the staff team.

Children are beginning to show an understanding about healthy lifestyles. They follow appropriate personal hygiene routines, although sometimes need prompting by adults. Children have daily opportunities to go outside for fresh air and play, although the outdoor area is in the process of being developed. Children are provided with a balanced diet for example, they enjoy shepherds pie with mixed vegetables and pasta. They have regular access to drinking water and they are reminded by staff to drink water, following outdoor activities.

Children generally make satisfactory progress in communicating, literacy, numeracy and skills relating to information and communication technology. They are beginning to develop co-operation skills and negotiate with their friends when playing alongside them. Children make some choices about their learning during 'free play time'. They show some understanding of the society in which they live and the wider world, which is promoted through the range of resources and the activities they participate in. Overall, most children generally secure the skills they require in order to progress in their learning.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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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