

Boys & Girls Nursery

Inspection report for early years provision

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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

Boys and Girls Nursery is one of two nurseries which are privately owned. It opened in 2010 and operates from Cottrell Cottages, Stanmore Broadway in the borough of Harrow. The accommodation comprises of four playrooms, a kitchen, a staff room and an enclosed outdoor area.

It is open Monday to Friday from 7.00am to 7.00pm for 52 weeks of the year, not including bank holidays. The nursery is registered on the Early Years Register. A maximum of 100 children may attend at any one time. There are 135 children on roll aged from three months to five years. The nursery makes provision for children with special educational needs and/or disabilities and for those who speak English as an additional language.

There are 25 members of staff including the owner, a cook and her assistant. Of these, 15 members of staff hold appropriate early years qualifications. One member of staff is working towards a foundation degree and a further 12 are working towards further early years qualifications. They receive support from the local authority and are members of the Harrow Integrated Early Years and Community Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A key strength of the nursery is the staff who are friendly, knowledgeable, dedicated and valued. They obviously enjoy working with children and the key worker system mainly supports children's welfare and development. They show respect for all individuals and take some positive steps to ensure all families feel welcome and fully included. They ensure children enjoy planned activities that are mostly tailored to suit their interests and learning needs. Senior staff members have evaluated the provision since opening, they include information from staff and parents. This has enabled them to identify areas to develop that focus on improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- review systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs with particular regard to the initial key person system, the organisation of meal times and valuing linguistic diversity
- review records so that all starting points are known and shared with all staff members, children's parents and other professionals as necessary.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting systems ensure adults who work with children are passionate, suitable and committed to continual development. All staff have a good understanding of their role in safeguarding children and the procedures to follow if they have concerns about a child in their care. The security of the premises is excellent ensuring that only known adults access the areas used by children. Risk assessments are carried out regularly ensuring all areas, equipment and resources are safe. All required documentation is in place and carefully maintained. Effective procedures within all rooms help prevent the spread of infection. The baby room is a 'shoe-free zone' and shoe covers are provided for staff and visitors. The cook provides freshly prepared nutritious meals so that children develop an understanding of healthy eating. Effective procedures ensure all staff are aware of dietary needs and parents' preferences.

The manager has a clear sense of purpose about what she wants to achieve. She strives to achieve the best for the children who attend the nursery and she is extremely well supported by the dedicated owner who is a good role model. Since registration they have regularly self-evaluated their practice taking into consideration all those who use the service. Targets for development such as the outdoor play area are well chosen and carefully planned. The nursery is bright and welcoming, staff have created a stimulating and inviting environment for children and adults. For example, children's artwork is carefully displayed showing how much they value individual achievement. Colourful posters and photographs make all areas of the nursery attractive and help children and families feel valued. Resources in all the rooms and outdoors are of high quality and are purposefully used so that children achieve the planned goals in their learning and development. Plans are in place to develop the imaginative play areas so that this supports children's stages of development. A key worker system operates after children are considered to have settled in. Although staff members are very attentive the current key worker system means that there is no named person taking responsibility during the initial settling-in period. Playrooms are in the process of being developed so that children are provided with cosy areas for imaginative play and rest. Staff's interaction with children is generally excellent. They mostly spend their time focussed on children's enjoyment and achievement although the organisation of the older children's meal times does not always promote their potential independence.

Staff work hard to develop various methods of communication with parents so that all families can be fully involved in their children's learning and development. Parents are very happy with the nursery and comment positively on the friendly and approachable staff. They receive newsletters, purposeful questionnaires and regular information about their children's progress. The nursery has an open door policy and visitors and parents are welcome at all times. There is always a manager or staff member available to discuss individual issues with parents. Initial information about each child's background, welfare and development needs are obtained on registration and during the settling-in visits. Procedures are yet to be developed to ensure this is regularly reviewed and initial information such as

children's backgrounds and languages spoken at home are known to all staff members. The nursery works with outside agencies, such as speech and language therapists to support individuals and additional support is sought early so that their welfare and learning needs are met. Some children are cared for by others delivering the Early Years Foundation Stage. The nursery has begun to share information to support these individuals so that continuity of care and learning can effectively take place.

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

Staff have a secure knowledge of the Early Years Foundation Stage. There is a good balance of adult-led and child-initiated activities that support learning across all areas ensuring the majority of children are always well occupied in worthwhile tasks such as making fruit smoothies or creating individual paintings. Staff make effective observations and use these to plan activities to support individual learning needs. Activities are well supported and adapted or modified so that all children can fully participate and positive steps are taken to close any potential achievement gaps. For example, staff caring for some children who need additional assistance are in the process of developing their knowledge in sign language so that outcomes for children are improved and communication between all parties are effective.

Warm and caring relationships are evident as children often approach adults just for a cuddle or to share a book. Children form positive relationships and develop skills for the future due to the generally excellent interaction by staff. For example, babies are very secure and settled who gurgle and smile with delight as they respond to a staff member singing to them. This helps each child feel special and highly valued. Lots of laughter results from a game of peek-a-boo with interesting scarves. The majority of other children are happy, settled and are engaged in purposeful play such as construction, physical and cooking 'dinner' in the home area. Effective use of the broad range of high quality resources including sensory play items ensure children are cared for in an interesting and stimulating environment. Children learn how to stay safe through relevant topics. In addition, the regular practise of fire evacuation procedures and gentle reminders on how to play safely during their day reinforces safety issues. The majority of children play well independently and in groups becoming active, curious and inquisitive learners. They are motivated and interested in the broad range of activities and take responsibility for choosing what they do. For example, they confidently join in with sensory play and freely select resources such as imaginative play, paints and sand. Language skills are generally well supported as the staff interact positively with the children. Staff are interested in what they say and do, they share books with children and join in effectively with children's play to extend their learning and development. Visitors such as 'Ba-ba-babies' further support language development through songs, rhymes and communication signing. Pre-school children occasionally have the opportunity to look at the local community when visiting the nearby supermarket. Here they explore fruit and vegetables and enjoy tasting them on their return to nursery. Mathematical development is promoted through songs, rhymes, construction and cooking. Older children have planted

flowers and herbs inside which creates interest and discussion points to extend their learning.

In some rooms, children show independence as they play or clear away resources. However, staff have a tendency to do too much for the children particularly during meal and snack times which can delay independence. Children of all ages including babies love playing outdoors which occurs on a rotation basis. Socialising with various aged children and any siblings is effectively promoted. Older children particularly enjoy riding wheeled toys. Plans are in place to develop the outdoor provision so that all areas of learning can be supported outdoors and it becomes an all weather play base. Buggies have been ordered so that babies can be taken for walks around the local environment. Children have a positive attitude to learning and are proud of their achievements. Staff praise children's efforts which promotes self-esteem, rewards such as stickers are effectively used to promote children's awareness of responsibility and to help children learn right from wrong. Social skills such as turn taking and being considerate to each other is promoted during the child's day. For example, staff sit with children during meal times and circle or story times often have a 'be nice or be gentle' theme which promotes children's positive contribution.

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

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| 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

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| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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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