

St. Michael's Nursery

Inspection report for early years provision

Unique reference number	EY307897
Inspection date	13/07/2010
Inspector	Gill Bosschaert

Setting address	John Keble Anglican Church Primary School, Crownhill Road, London, NW10 4DR
Telephone number	020 8963 0729
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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*.

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

St. Michael's Nursery is privately owned and is one of three nurseries operated by the provider, all in the London borough of Brent. It opened in September 2005 and operates from two rooms in a purpose-built building situated on the site of John Keeble Primary School. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm throughout the year. All children share access to an enclosed outdoor play area. There are 47 children aged from one to under five years on roll. The nursery currently supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 11 staff, all of whom hold a National Vocational Qualification (NVQ) at level 2. Of these, four also hold a NVQ at level 3. The manager and the acting manager are both undertaking the foundation degree in Early Childhood. The nursery employs a cook. They have a student on placement. The Pre-school Learning Alliance and the London Borough of Brent support the nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, the provision at the nursery is outstanding in its provision for the children in its care. It meets the needs of all the early years children very well, there is excellent support for their learning and development, and their welfare is very effectively promoted. This is an inclusive setting where the needs of each individual child are met well, and there is good support for children with special educational needs and/or disabilities and those for whom English is an additional language. Partnerships with parents are excellent, and the setting works very effectively with the school and other agencies to ensure all children receive the necessary support and guidance. Improvements have been made since the last inspection and leaders have shown they have good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- providing opportunities for children to learn mathematical concepts through daily practical activities both planned and unplanned.

The effectiveness of leadership and management of the early years provision

Leadership and management is outstanding. Welfare arrangements are excellent and all safeguarding requirements are robust to the extent that a staff's dress code is in place for the children's safety, for example, short fingernails and no large

hooped earrings. Staff are suitably qualified and appropriately vetted and trained. The self-evaluation has been completed with the staff and is now online but further work and evaluation needs to take place and grades needs to be completed. The bright yellow tops and black trousers easily identify the staff for the parents and children. All visitors must wear badges and the student has a special badge, which says 'Student' so that there are no misunderstandings. Training is appropriate and regular; all staff have had recent safeguarding training, first aid and the Early Years Foundation Stage training. One member of staff has completed the full paediatric first aid course. The setting has been part of the 'Making a Big Difference' project and one member of staff is 'Every Child a Talker' trained.

There is a Special Needs Coordinator, who has also received training. Staff have delegated responsibilities for the safety and care of children. Partnerships with parents and carers are very well established; they are kept informed by newsletters, via the notice boards, open evenings and by regular discussions with their child's key person who takes time to go through the 'Learning Journey' files with them. They are warmly greeted at the beginning and end of the sessions and great care is taken when children leave the premises. Every parent was overwhelmingly supportive when questioned. Many giving instances of how well their child has developed during their time in the nursery. Staff are very vigilant at home time. Parents' opinion is sought over issues within the nursery, for example, over the future use of the pond area. This area is securely fenced off from the children. There is a parents and carers' comments book which parents are invited to complete following the open evening. Risk assessments take place daily to ensure that the environment is very safe for the children. There is a separate risk assessment for the beginning and end of the day for the kitchen area. An extensive range of policies and procedures is readily available for parents.

The recommendations from the last report have been fully implemented although the maths area needs reorganising to ensure children are able to access it freely as during the inspection children did not enter the area. Planning is flexible and key people focus on their group to observe and re-plan where necessary in line with the Early Years Foundation Stage areas of learning. There are good links with the primary school and other local primary schools to ensure easy transition for the children and some of the teachers visit the nursery. The setting is extremely well resourced and reflects an inclusive curriculum. The manager is conscientious and reflective and all staff are motivated to ensure the club maintains a high standard. The staff work happily as a team ensuring continuous capacity to improve.

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

Provision is outstanding. Children enjoy being there and settle very quickly on arrival, greeting staff with smiles and hugs. They feel secure because staff work closely with parents to ensure routines and favourite toys from home are incorporated into the daily nursery routines, easing transition. Learning areas are very well defined, resources are plentiful, bright, well kept and easily accessible to the children allowing them to develop their independence and show initiative

through free choice. Staff are adept at placing themselves in areas where the children can involve them in their play and discussions, encouraging language development and questioning skills. Staff role model safe practices by wearing hard hats in the construction area and catering hats with messy play. Planning is broad covering all areas for development. Individual planning for focus children includes assessments. Behaviour is excellent; children are encouraged to share and be kind to each other, which they do willingly. Staff are vigilant at ensuring all children are involved in some form of activity and the most reluctant are encouraged gently throughout the session. Staff are assigned to the different age groups at various times to ensure the appropriate stages of development are met. At other times, the children mix together; all enjoy the daily routine of chanting songs and banging rhythms with sticks, tambours and drums. Some spontaneous singing of 'Twinkle, twinkle little star' and rhythmic banging in the home corner showed the sheer enjoyment these children felt.

The book corner has a good variety of books and comfortable cushions on which children can relax. There are many opportunities for mark making using both large and small paper and a wide variety of tools, problem solving activities and several types of small world equipment for role play and imaginative play are available all of which were well used during the inspection. There is a special room available for the youngest children to play or, following lunch, take a nap. Children wash their hands before snack time and are also reminded to do so after visiting the toilet. There is a rolling programme for snacks and children take fruit and water when they are ready. The youngest children are encouraged to drink water at regular periods during the day while the older children have free access to water from a water cooler. Independence is also encouraged at lunchtime when children have different jobs to do, all of which encourage self-help skills and social skills. For example, children take it in turns to serve each other with the dinner, others serve the forks, stack the plates and beakers, pour the water or clean the tables. Every child has a task, which in turn helps group cooperation.

'Social skills' is a timetabled activity at which children learn about food from other countries. Bread is the current theme and a French loaf was explored to enlarge knowledge and vocabulary. Simple conversational French is taught to the children by a native French speaker once a week. The large outside learning environment is excellent. Great effort has been made to ensure the curriculum reflects the indoor curriculum. Staff are assigned to different activities and by skilful questioning developing communication skills and numeracy skills. The youngest children are encouraged to use large flat headed paintbrushes to mark make in different colours while being taught the names of the colours. Children are encouraged to use the bikes, prams and scooters outside to ensure they take regular exercise and to park these when they have finished. The children proudly put on wellingtons and fill watering cans to water a good variety of home grown herbs vegetables. Harvesting ripe tomatoes caused great excitement during the inspection. All areas of Early Years Foundation Stage learning are reflected both inside and outside. Careful assessments are evidenced with photographs and placed into their 'Learning Journey' folders with annotations to which the parents have access and are able to make comments. These children are very well placed to continue their education from secure starting points.

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	1

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

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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	2
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