

# Saint Panteleimon Nursery School

Inspection report for early years provision

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**Unique reference number** EY406438  
**Inspection date** 25/05/2010  
**Inspector** Caren Carpenter

**Setting address** Greek Orthodox Church of St. Panteleimon, 660 Kenton Road, HARROW, Middlesex, HA3 9QN  
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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. Panteleimon Nursery School was first registered in 2007 and was re-registered in 2010. The nursery operates from a first floor building beside St. Panteleimon Church in Kenton within the London borough of Harrow. Children have the use of four rooms. There is an enclosed covered outdoor play area and sun roof area. There is disabled access using a lift.

A maximum of 35 children from two years to under five years may attend the nursery at any one time. There are currently 65 children in the early years age group on roll. It is open from 9.00am to 4.30pm each week day during term time only. Children may attend either a full day or morning sessions from 9.00am to 12.30pm or afternoon sessions from 1.00pm to 4.30pm. The nursery also provides a holiday play scheme for 35 children from two years to under eight years from 9.00am to 5.00pm.

The nursery serves the Greek Orthodox and the local and wider community of Harrow and Brent. The setting currently supports a number of children who speak English as an additional language and children with learning difficulties and/or disability.

The nursery employs 10 members of staff including the manager. The manager is a qualified nursery teacher and has a Masters in Education and EYPS (Early Years Professional Status). Eight staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are interested and well motivated because they are treated with warmth and respect in a very inclusive environment. They enjoy their activities and achieve very well because staff are skilled at promoting the children's welfare. Strong partnerships with parents, carers and other professionals ensure that children's individual needs are identified and fully catered for. They achieve this by ensuring that children receive individual support and attention, enabling them to feel very secure and happy in the nursery. There are some well-targeted plans for continuing development, such as developing the outdoor play area to provide children with further exciting and challenging play experiences.

## What steps need to be taken to improve provision further?

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

- further develop summative assessments to give a summary of children's achievements at a particular point in time so that their progress can be tracked
- improve hand washing facilities at snack and meal times to promote the good

- health of children
- plan outdoor space to further enhance children's outdoor play experiences
- improve opportunities for all staff to up-date their knowledge and understanding of Safeguarding children issues.

## **The effectiveness of leadership and management of the early years provision**

Effective safeguarding procedures ensure that children are protected. The nursery has in place appropriate procedures to ensure children's safety and welfare. For example robust recruitment procedures are in place to ensure that all adults working with the children are suitable to do so. Staff are aware of child protection policy and their responsibilities with regard to children's welfare. However, not all staff have up-dated their knowledge and understanding of child protection issues to fully safeguard children. Children's safety and security is given high priority and good quality risk assessments ensure effective actions are taken to eliminate risks.

The experienced manager has a clear vision of the nursery and effectively shares her ambition for the nursery and is beginning to implement improvements to provide good quality care and education. These arise through continuous evaluation that includes the views of parents, carers, staff and the early years advisers. Successful evaluation of procedures and practice helps the manager successfully identify areas for improvements, such as the need to develop the outdoor play area to enable children to develop their physical skills when using more challenging outdoor play equipment.

The manager is well supported by the staff who works extremely well as a team. There is active involvement of all the staff team in their staff meetings to discuss and contribute their ideas. Annual appraisals enable staff to identify their own training, development and to monitor their performance. Successful planning ensures that staff are suitably deployed and good quality resources are freely accessible helping children to make independent choices. Comprehensive policies and procedures and all records required for safe and efficient management to meet all children's needs are well maintained and reflect current legislation.

The nursery works extremely well with others. Staff are very proactive in identifying any additional help required for the children. They seek appropriate support from a wide range of professional agencies, such as the speech and language therapist and the Area Special Educational Needs team to develop and monitor individual educational plans to ensure that children with learning difficulties and or disabilities needs are well met. Children who speak English as an additional language are encouraged to be confident through using sign language, signing and discussion and the support from multi-lingual members of staff. Children receive on going one to one support from staff that have appropriate experience and skills to ensure their individual needs are successfully met. In addition, the manager has established very good links with teachers of local schools and other providers to ensure continued progression of children's care, learning and development and to share good practice.

The nursery works effectively in partnership with parents and carers. Parents are provided with regular newsletters to keep them well informed about future plans and events. Staff ensure that parents provide detailed written information about their children's individual needs including any disabilities, learning difficulties, medical or cultural and linguistic requirements. Staff uses key words in children's home languages to communicate effectively with the children this helps children feel included and settled. The nursery values parents and carers comments and seeks their views on what they are doing well and what they could do better and use this as an effective way of developing and maintaining excellent communication between staff and parents. Parents and carers are immensely pleased that their children are happy and making good progress; they receive regular feedback on their children's development and say the nursery is brilliant and provides extremely good care for their children.

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

Children make good progress in their learning and development as staff work well together to provide a wide range of learning opportunities relating to their interests and enthusiasm. They purposefully engage in meaningful activities with effective and sensitive support from staff.

Staff have a good understanding of the Early Years Foundation Stage, which is reflected in the practice. Staff effectively plan for individual children with the use of observations and assessments. However, they do not yet use the information gained from observations to sufficiently summarise children's progress towards the early learning goals.

The planning of the learning environment is linked effectively to the six areas of learning and enables children to play freely and spontaneously. Staff ensure that activities are adapted so that all children can participate and not excluded. As a result, the children benefit from a well planned and delivered balanced curriculum which helps them become enthusiastic learners and develop skills for the future within small groups.

Staff provide very good support and spend quality time supporting and extending children's play and learning experiences. For example, staff sit with a small group of children guiding and supporting them while using the nursery's computer as they take great delight in identifying colours and numbers as well as singing simple rhymes and songs. This helps them to develop skills for the future and contribute to their future economic well-being. Children are developing their early writing skills, they have good opportunities to write for different purposes and have good access to a range of writing resources which they select independently. Staff encourage children to think critically and solve problems. For example, they complete simple jig saw puzzles and sort out objects by colours during many practical activities.

Children have good opportunities to learn about plants and living creatures. For example, they observe and investigate mini bugs using microscope and enjoy

learning about how plants grow. In addition, children explore the lifestyle of bees and how they make honey and use their senses to taste and smell honey.

Children have good awareness of healthy eating and understand the benefits of eating healthy food, such as vegetables and fruits daily. Children sit together for their snack and help themselves to a selection of fresh fruits. They have good access to fresh drinking water which they can help themselves to when they are thirsty.

Daily access to outdoors and fresh air fully promote the children's health and well-being. Overall children are learning good personal hygiene through consistent routines. For example, they know that washing their hands before eating help stop germs spreading and keep them healthy. However, the hand washing arrangements for snack and meals times does not fully promote children's good health.

Children are very well behaved because they are actively engaged in the interesting activities provided which are aimed at their individual interests. They are familiar with the nursery's simple guidelines for acceptable behaviour. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff. Staff regularly praise and use positive language which promotes their self-esteem and confidence.

Children have good awareness of their own safety as they move around the nursery with care, manage the transition between rooms with ease and participate in regular fire drill practices. Overall, the children are prepared for their next stage in learning in this inclusive nursery.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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