



RAF Stanmore Park Nursery School

Inspection report for early years provision

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Inspector Kanwal Sonia Lobo

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Registered person RAF Stanmore Park Nursery School
Type of inspection Integrated
Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

RAF Stanmore Park Nursery School was registered in 2000.

The group operates from a community centre in Stanmore in the London Borough of Harrow. The areas accessed by the group are the three rooms, the hall and the children and staff toilets. Children have access to an outdoor area for play.

The group are self-funded and are patronised by the Royal Air Force.

The setting is open five days a week term time only. Sessions are from 09.30 to 12.30. Children attend for a variety of sessions. The setting are registered for a maximum of 30 children from 2 to under 5 years.

At present there are 22 children on roll, and of these 12 receive nursery education funding.

There are children currently attending who speak English as an additional language. There are no children attending with special needs.

The staff team hold appropriate qualifications and have relevant experience in child care.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and welcoming environment. Although some of the children attending are very young, they are beginning to learn about the importance of hygiene through the care routines in place. This includes the regular cleaning of tables before and after meal times. Most children use the toilets independently and know they need to wash their hands afterwards. As a result, children are protected from infections or harmful bacteria. Children get swift and appropriate help if they have an accident due to staff knowledge of first aid.

Meal times are considered to be a sociable time and children are able to eat at their own pace without feeling rushed.

Children participate in some exercise to promote their physical development such as when using outdoor play equipment. They are able to pedal forward and backwards, pull and push bikes and buggies. However, there are too few opportunities for children to receive fresh air and exercise on a regular basis. As a result children do not benefit from the fresh air and are unable to practise and strengthen their large motor skills. Children engage in activities such as modelling clay, sand and drawing which enable them to use their fine motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are protected from strangers through monitoring access to the provision. The systems in place to ensure this, include the effective use of a visitors book and the entry phone system.

Children are well supervised and are always in sight or hearing of the staff team. Children's safety is improved through staff ensuring they access toys and equipment that are safe, in good condition and are regularly checked. However, the systems to identify risks and hazards are not robust. This is because the responsibility to risk

assess does not lay with the staff team.

Safe practice is promoted with children; such as, teaching them how to hold and use scissors safely. Consequently children are learning the importance of keeping themselves and others safe. Children are encouraged to put toys away after playing with them so that they do not trip over them and hurt themselves.

The protection of children is recognised by the setting as being paramount. Children's safety and wellbeing is safeguarded due to the knowledge staff have of child protection procedures and issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and content playing either by themselves or alongside their peers. The communication between the children and staff is warm and positive. Children's learning is enhanced due to effective staff interaction at times; such as, playing with sand and water. Children are reminded of what it's like to be at the seaside as they are encouraged to smell and feel the sand. Their learning is further extended through the use of books and they are eager to share their experiences of what they took to the seaside.

Children are familiar with the staff and the routines that are in place. They are confident to approach staff for support and are able to express their needs or concerns without any hesitation. This helps them to feel secure and confident. Children are able to make decisions about what they would like to do next and the environment and resources are organised to ensure this. Children's art work is valued and photographs are displayed, which contributes to their sense of belonging and a feeling of self worth.

Nursery Education.

The overall quality of teaching and learning is good.

Children are engaged in a range of practical tasks and activities that offer challenge. Most children are keen to take on the role as the classroom helper.

They are confident to approach staff for support. Firm relationships are being established as they learn to share and take turns. There are some good opportunities to strengthen self-help skills and foster children's independence effectively during play.

Children talk confidently to staff and their peers. Some children enjoy using books and most listen attentively to stories. They are developing a good understanding of letter names and sounds. Some children can write and most recognise their own name. There are chances for children to mark-make; but, too few opportunities for them to write for a purpose such as when making shopping lists in the home corner.

Children are eager to talk about themselves, their families and homes. They are

learning about the natural world, through planned themes such as hibernation and autumn.

Staff help children to notice changes and to speculate why things happen. Some children use the computer independently. They also enjoy using every day technology such as tape recorders and cameras.

Children learn to count through a range of practical activities and some of them can count accurately up to 10 and beyond. Children measure, talk about size and sort during practical activities. Most children have a good knowledge of two dimensional shapes.

A range of art activities are well planned for and children are able to express their own ideas and creativity. Although there are opportunities for children to engage in role-play, the planning lacks imagination. Children have opportunities to use tools, such as scissors, art and craft tools. They are developing their fine motor skills well. However, there are not enough chances for children to practise and strengthen their large motor skills such as when climbing or running. Children show a good awareness of each other and negotiate space well in the classroom.

Staff are familiar with the Foundation Stage Curriculum and so activities are planned well. As a result, most children are occupied and interested in what's on offer. Staff maintain observational records for children but these are not always completed for all areas of learning consistently. Consequently this impacts on reporting accurately children's progress and development. Although planning and assessments are in place, the systems to record and identify the next steps in children's learning are not yet secure.

Helping children make a positive contribution

The provision is good.

Children are confident and independent. They are able to make some informed choices such as selecting resources for themselves. They receive good individual care because their needs and circumstances are well known to the staff. Children are encouraged and supported well to participate in all activities through the warm and positive language used by staff. Children have an awareness of the wider community through planned topics and the use of resources. This contributes to children developing a positive image of others and experiencing a welcoming environment.

Children with special needs are welcome. The ethos of the setting emphasises the importance of providing an environment in which all children are supported to reach their full potential. As a result, when children attend they are more likely to participate in most activities as they are adapted to meet their needs.

Children are happy and co-operative in the care of the staff. They receive lots of praise and recognition which reinforces their good behaviour. Children have a growing awareness of themselves and staff value their thoughts, feelings and contributions. This enables children to relay their fears or express their needs to staff without any hesitation. Children's behaviour is consistently managed and they are

offered explanations in order to help them understand their actions.

Partnership with parents is good. Children's sense of security and belonging is fostered well through the working partnership between staff and parents. This results in children forming a close and trusting relationship with the staff team. Children benefit from the regular exchange of information between staff and their parents. Parents receive information relating to the six areas of learning in the setting's prospectus.

Overall children's spiritual, moral, social and cultural development is fostered appropriately.

Organisation

The organisation is good.

Children are familiar with the routines that are in place to help them settle quickly and feel secure. They initiate some of their own learning as they are able to access resources and activities that are well organised. Consequently, there are many opportunities for children to be independent and to be engaged in purposeful play. The management of care enables children to understand the importance of how to keep themselves safe and healthy.

The setting have a commitment to ongoing training and staff are encouraged to continue developing their knowledge and understanding.

Children benefit from the systems in place, which support staff in maintaining the required records. However, there is a weakness in this area with regards to the record of children's attendance. The setting has the required policies and procedures that are reviewed in line with changes.

Leadership and Management of the setting in relation to the education of three and four year olds is good.

The staff team are clear about their roles and responsibilities and work closely to meet the individual needs of children. They use their initiative and there is a strong commitment to professional development. The children benefit immensely from the good team work.

Overall, the setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

The setting have made progress since the last inspection.

Two recommendations were raised at the previous inspection. One of these related to the systems in place to ensure children's safety and the other to the books available for children's use. Of these one has been fully achieved.

Although the setting now organises for a risk assessment to be carried out on the premises, it does not include all areas accessed by the group.

A range of both fictional and factual books are now available for children's use.

The setting has met some of the recommendations relating to nursery education.

They have enhanced the programme for communication, language and literacy. This now includes more opportunities for children to link sounds to letters and work on the alphabet. Staff make effective use of opportunities during play and naturally occurring events to extend children's language.

The setting have developed the book corner to include a range of books but are still working towards increasing children's interest in this area.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure children have regular fresh air and exercise.
- improve the systems in place to risk assess all areas of the premises and detail the action taken to address the identified hazard.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide regular outdoor play opportunities that are interesting and challenging particularly for the more able children.
- maintain observational records consistently and record the next steps in children's learning in order to accurately report on children progress and effectively inform the planning.

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