



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 137750**

**DfES Number: 584191**

### **INSPECTION DETAILS**

Inspection Date 08/07/2003

Inspector Name Kim Mundy

### **SETTING DETAILS**

Day Care Type Full Day Care

Setting Name Abbey Nursery School

Setting Address Cricklewood Baptist Church  
Sneyd Road  
Cricklewood  
NW2 6AN

### **REGISTERED PROVIDER DETAILS**

Name Mrs Ruby Azam

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Abbey Nursery School opened in 1980. This pre-school follows traditional methods of teaching. It is registered to provide full and sessional day care. The setting operates from a church hall in Cricklewood. There is access to a main hall with an adjoining play room, and a small, paved outdoor play area. Abbey Nursery School serves families from the local residential area.

The nursery is registered for 55 children aged between two and five years old. There are currently 90 children on roll. This includes 47 funded three and four year olds. Some children use English as an additional language. The setting has experience of supporting children with special educational needs.

The nursery opens five days a week during school term times. Sessions are from 09.00 to 12.00 and 12.30 to 15.30. Children attend full day care from 09:00 to 15.30.

The staffing structure is made up of eight staff. The manager and deputy are supernumerary. Six staff hold relevant early years qualifications.

The nursery receives support from the early years advisory teachers, and it is currently being assessed for Pre-School Learning Alliance accreditation.

### How good is the Day Care?

Abbey Nursery provides a good standard of care.

The manager and deputy offer strong leadership and management at the setting. Staff have a very good understanding about their roles and responsibilities. They have high expectations for the children and they work very well as a team. There is a good range of suitable toys, furniture and equipment available to children, which promote all areas of learning. The staff are very aware of children's safety. All of the relevant policies and procedures are in place and record keeping is well-organised.

Each child has a key worker who is responsible for co-ordinating their care and development. The deputy is the special educational needs co-ordinator at the

nursery. Staff plan well to support children who have special educational needs such as speech and language delay.

The nursery curriculum is well planned and very organised. The toys and resources available are of good quality and they support the all areas for children's learning and development. Children are able to access the activities with ease and their independence is promoted through mixing their own paints and pouring their own glue. Snack time is offered during an hour of the morning and afternoon session. Children make their own decisions about when they wish to have their snack.

Staff have a good understanding of children's emotional and social development. They have clear and consistent boundaries in place for suitable behaviour at the setting, taking into account the child's age and level of understanding. Children are very well behaved.

Partnership with parents is very good. Parents are given relevant information about the setting and are welcome to discuss their child's routines and achievements. Parent's involvement is valued and they are welcome to help at the nursery.

#### **What has improved since the last inspection?**

A no smoking policy has been devised and implemented ensuring children are cared for in a smoke free environment.

Toys have been provided to positively promote disability such as dolls with crutches and walking sticks, enabling children to develop a positive image of themselves and others.

Staff sign policy and procedures to confirm that they have read and understood these so they can be put into practice.

The heating is monitored to minimise draughts promoting the health care of the children.

#### **What is being done well?**

- Six staff hold relevant child care qualifications. The manager has completed a management course. The staff provide positive male and female role models for the children. (Standard 1)
- There is a very good range of resources and activities which supports all areas of children's learning and development from 2 - 5 years old. The staff have high expectations for children's learning, they monitor and record their progress in detail. The children are involved and interested in the various activities. (Standard 3)
- The environment is warm and welcoming. The space in the main play room is well-organised to meet the children's needs. Children have sufficient space in which to play comfortably. (Standard 4)
- Relevant health and safety policies and procedures are in place and staff

have suitable systems in place to protect the children. The staff carry out regular risk assessments and ensure that relevant checks are up to date. The children are cared for in a safe and secure environment. (Standard 6)

- There are suitable health and hygiene procedures at the setting. The children learn good health and hygiene practices through everyday routines such as hand washing. (Standard 7)
- Staff manage children's behaviour according to their age and level of understanding. Children are very well behaved and the staff give lots of praise and encouragement. (Standard 11)
- Partnership with parents is very good. The staff offer appropriate support and discuss any concerns about the children. Children's needs are well met in the setting. The children are happy, settled and secure. Parents receive lots of information about the setting and their help and input is valued by staff. (Standard 12)
- All of the staff have completed Area Child Protection Committee training. They have a good knowledge of the signs and symptoms of possible child abuse and neglect and they know the correct procedures to follow. Children are protected in their care (Standard 13).

#### **An aspect of outstanding practice:**

The staff have a very good knowledge of the early years curriculum and plan effectively for the six areas of learning. Specific learning intentions are identified for each focused activity and through an assessment process, staff forward plan in order to help children to progress.

#### **What needs to be improved?**

- the arrangements for using all of the space available.
- the arrangements for staffs breaks.
- the arrangements for suitable seating for staff.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	make suitable arrangements for staff breaks.
5	provide suitable seating for staff.
2	make use of other space available to give children opportunities to play and rest in a quieter environment.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The nursery education at Abbey Nursery is very good. Effective teaching enables children to make very good progress in all of the six areas of learning. The key strengths in personal, social and emotional development are attributed to commitment of staff, enabling children to select resources and display a high level of involvement in all activities.

The quality of teaching is very good. Staff have a very good knowledge and understanding of the foundation stage of learning. This gives children access to a well-organised curriculum. The key work system in place allows staff to assess the children's progress and plan for the next step of learning. Good support is given to children with special educational needs. The deputy and key workers implement individual education plans. Staff work extremely well as a team and offer the children a very rich learning environment.

The leadership and management is very good. Strong leadership enables staff to know their roles and responsibilities. The staff provide very good quality activities with clear learning intentions for the children. The managers and staff have a high level of expectation for children's achievements. The children are given every opportunity to develop and learn. The managers offer clear guidance and direction to staff and professionalism and enthusiasm is evident throughout the staff team.

Partnership with parents is very good. Staff encourage parent involvement offering opportunities for them to be involved with their child's learning experiences. Staff provide suitable information about the nursery and the weekly activity plan states the learning intention for children. Parents are invited to share their own skills such as reading stories in different languages.

### What is being done well?

- Staff have a very good understanding of the early learning goals: how children learn and develop; and how to provide resources and language to extend their learning. The staff work enthusiastically as a team and provide a rich environment in which children make very good progress.
- Staff work very well in partnership with parents, they provide information about children's development and encourage their involvement in the nursery.
- Children have lots of very good opportunities to develop their personal independence. They are very well behaved, interact positively with one another, share and take turns. All children display a high level of involvement in activities.
- Children are have very good opportunities to extend and consolidate their learning through all of the activities offered and they are making very good

progress towards all of the early learning goals.

- The leadership and management is strong. Staff are very clear about their roles and responsibilities within the setting. They are very enthusiastic and committed to providing the best possible learning environment for the children.

#### **What needs to be improved?**

- Four-year-old children's opportunities to explore addition and subtraction.

#### **What has improved since the last inspection?**

Suitable and sufficient resources have been provided to enhance mathematical, knowledge and understanding of the world and physical development. Children are now offered a greater variety of stimulating experiences to support the development of their skills and knowledge.

Thorough planning and assessment is now in place, which covers the six areas of learning. Staffing, activities and resources are planned in advance and staff assess the children's abilities at each focus activity. Staff are very clear about the learning intention for children.

Information about the six areas of learning is now available for parents. Weekly plans and the learning intentions for each activity is displayed on the notice board.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They confidently express their needs and ideas and relate well to each other and adults. Children are very interested and involved in their play, displaying a high level of involvement in activities. Children understand what is right and wrong. They develop a high level of independence through selecting resources. The children are very happy and confident. The children are able to organise themselves when participating in role play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in this area is very good. Children are helped to understand that print carries meaning through playing with words, using names and labels. Several children can recognise and write their name, and letters are generally correctly formed. Children use books and other resources to find out information. Most children are confident speakers, and are at ease when speaking in group situations. The children hear and use lots of new language.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. Children use mathematical language appropriately and confidently in everyday situations. They consolidate their learning through various activities. Many children count beyond ten and are confident to initiate conversations involving numbers. Children make comparisons such as shapes, sizes and patterns. Children have some opportunities to add and subtract, although more opportunities are required for four-year-olds.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in this area is very good. Children use tools and techniques competently and appropriately to build and construct. They show an interest in lives of other people and those familiar to them. Children differentiate between past and present. They have opportunities to examine living things and to find out how things work such as radios, clocks and telephones.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They move confidently and imaginatively, showing an awareness of others when participating in music and movement. Children use a range of small equipment with increasing control and they independently select tools such as scissors for specific tasks. They have opportunities to swing, balance, scramble and slide. Children move towards independence through making play dough, mixing paints and pouring drinks.



**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children make very good progress in this area. They explore movement and rhythm through drama and music. Children have acquired a good knowledge of colour, texture, shape, form and space in two and three dimensions. They are encouraged to use their senses through various activities. Children know how to use books appropriately and participate actively at story time. They confidently make up and tell their own stories, to each other and adults. Some children are able to draw recognisable pictures.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Provide more opportunities for four-year-old children to explore addition and subtraction.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*