

Ghanshyam Nursery School

Inspection report for early years provision

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Inspector

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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

Ghanshyam Nursery School is owned by a private provider. It was registered in 2010 under the existing management, although it has been in operation since 2003. It operates from a purpose-built building within the grounds of the Swaminarayan Temple Kenton within the London borough of Harrow. Children have access to a secure enclosed outdoor play area.

A maximum of 70 children may attend the nursery at any one time. There are currently 64 children in the early years age group on roll. It is open each weekday, from 8.00am to 5.00pm, for 51 weeks of the year. The nursery is registered on the Early Years Register.

The nursery supports children with learning disabilities and children with English as an additional language.

The nursery employs 19 staff including the manager of whom 17 hold appropriate early years qualifications. The manager holds the early years foundation degree and is completing her Bachelor Honours and one staff is completing her early years foundation degree. The nursery employs two cooks.

The nursery receives support from the local early years advisory team. The nursery is member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Ghanshyam nursery school provides an inclusive and stimulating environment where children learn and develop through play. Children receive individual care and attention because the nursery operates an effective key person system and develop close relationships with children's parents and carers. 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. However, children do not have regular opportunities to use information and new technology to support their learning. The manager has a clear vision for the continuous development of the centre and is working effectively with staff and parents to improve standards for children.

What steps need to be taken to improve provision further?

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

- provide more regular opportunities for children to access and develop their skills in using information and communication technology

- improve role play resources to extend and support children's first hand experiences and their different interest to develop their imaginative skills.

The effectiveness of leadership and management of the early years provision

Robust and clear vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. Ongoing suitability of staff is monitored through an effective appraisal system. Staff show a commitment to training to ensure that children are well cared for by adults who are qualified and experienced. Staff have good knowledge of safeguarding children and have received child protection training to ensure that they are fully aware of their roles and responsibilities in protecting children from harm. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the nursery. 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.

All staff contribute to an ongoing evaluation of the effectiveness of the nursery and this is further aided with the valued suggestions and support from parents, identifying areas for improvements and implementing the necessary changes. This open self-reflecting approach ensures children are happy and thrive in a stimulating well planned environment.

The manager and all staff work effectively as a dedicated team to provide good quality care and education for children. 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. Staff are very clear about their roles and responsibilities and have a strong commitment to continual professional development. Successful planning ensures that staff are suitably deployed and good quality resources are freely accessible helping children to make independent choices. However, the role-play resources do not provide children with exciting and interesting first hand play experiences to extend and support their different interest to develop their imaginative skills.

The nursery practice is fully inclusive where all children are valued and treated with equal concern. For example, boys and girls, children with special educational needs and/or disabilities, English as an additional language are provided with good opportunities to make equal progress in their learning and development. Staff understand the importance of developing partnerships with others to benefit the children, such as seeking appropriate support from other professional agencies to ensure that children benefit from a positive and rewarding experience. In addition, the manager has established good links with some schools to ensure continued progression of children's care, learning and development and to share good practice.

Staff promote children's understanding of similarities and differences through a range of activities, such as festival celebrations. In addition, children have access

to a selection of play resources that reflects positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

The nursery works effectively in partnership with parents and carers. Parents are fully valued as partners and are confident in the ability of staff to meet the individual needs of their children. Parents are provided with regular newsletters to keep them well informed about future plans and events. Parents are closely consulted on their children's development and are invited to regular evening meetings to meet with staff to discuss their children's achievements. The nursery values parents and carers comments and seeks their views through parents questionnaires. They act on their suggestions to improve the care and learning experiences for the children as well as developing and maintaining good communication between staff and parents. Parents are very pleased that their children are happy and making good progress; they say the nursery provides good quality care for their children.

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

Children are well cared for in a well-organised learning environment and an effective key-person system ensures that they receive support to achieve good outcomes. 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. Planning is flexible and takes into account children's individual needs and interests to ensure their continuous development is fully supported. Staff find out about their starting points from parents and together with observations use this information to assess their progress.

Children access a broad range of activities which are both adult-led and child initiated. 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.

Children have good opportunities to make sense of the world and are able to participate in a wide range of activities that encourage their interest and curiosity. For example, they enjoy exploring, investigating and learning about the different planets. However, children have few opportunities to use information and communication technology to support their learning. Children enjoy planting and taking care of their vegetables such as, tomatoes, aubergines and peas.

Staff's purposeful discussions help to develop children's language for communication and encourage them to question and think critically. This enables children to establish key skills to support their future learning. Children thoroughly enjoy participating and listening to stories. For example, they show their delight as they point out fascinating pictures while listening to the story about, 'Henry and

the dinosaurs'. 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.

Children are encouraged to develop a healthy life style through the provision of healthy and nutritious meals and snacks that support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily from the snack bar and freshly prepared meals such as, chapattis, vegetable curry, roti with mango pulp and khudi served with lettuce, tomato and carrots. Children have good access to fresh drinking water which they can help themselves to when they are thirsty.

Staff have established effective systems to help children stay healthy for example, by explaining the importance of hand washing and good personal hygiene. Children benefit from regular fresh air and exercise and are developing their physical skills during outdoor. For example, they confidently use a range of outdoor equipment to jump, climb, slide and balance developing their large muscles and co-ordination skills.

Children understand how to keep themselves safe from harm, by listening to staff talk about how to stay safe in the nursery, such as holding on to the hand rail when using the stairs. They take part in regular fire drills and are gently reminded about safety issues whilst playing.

Children are well behaved because they are actively engaged in the interesting activities provided which are aimed at their individual interests. 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 clearly enjoy their time at the setting; they are secure, confident and happy.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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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