

Christchurch Kindergarten Childrens Nursery Limited

Inspection report for early years provision

Unique reference number	EY412884
Inspection date	02/12/2010
Inspector	Katie Dempster
Setting address	Churchill Place, Barons Mead, HARROW, Middlesex, HA1 1YB
Telephone number	07962003154
Email	info@christchurchkindergarten.co.uk
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

Christchurch Kindergarten opened in 1998 and re-registered in 2010. It operates from a community hall in the London borough of Harrow. Children are based in one room and also have access to a large hall and a safe, secure garden area for outside play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children may attend at any one time. The nursery is open five days a week between 8am to 6pm, children can attend on a part-time or full-time basis. The nursery is open for 51 weeks of the year. There are currently 55 children from two years to five years on roll. The nursery employs five staff including the manager, most of whom hold early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for by competent practitioners who promote their overall learning and welfare exceptionally well. Children play and explore within safe boundaries where they can embrace new challenges and skills. The setting meets the needs of the children through excellent input in partnership with other professionals and parents. The group has an excellent ability to maintain continuous improvement. An all staff commitment to ongoing reflective practice takes the setting from strength to strength and promotes excellent outcomes for the children.

What steps need to be taken to improve provision further?

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

- develop the new methods used to track children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The quality of leadership is excellent and very effective teamwork gives a strong drive to promote children's welfare and raise their achievements even further. Children are very safe and secure in the care of this very enthusiastic staff team. All staff have updated their knowledge and understanding of child protection and are secure in their knowledge of what to do in the event of a concern arising. In addition, systems are in place to promote children's safety on the premises, for instance, all visitors to the setting are required to sign in and out using the visitors' book; this ensures an accurate record of everyone coming into contact with the

children. Robust recruitment and vetting procedures are in place, including an effective induction process for practitioners and students working at the setting. Criminal Record Bureau checks are in place for all practitioners to establish their suitability to work with children. All documentation is maintained to a very high standard and policies and procedures are known to staff and shared with parents. The management team have thorough systems in place to monitor the quality of teaching, for instance, staff appraisals and development discussions to consider future targets and training. Furthermore, ongoing systems are in place for staff to observe one another's practice and to feedback on performance in order to further develop their child care skills and learning outcomes for children.

The systems in place for self-evaluation are outstanding. The provider fully engages with staff, children, parents and relevant early years professionals to set realistic, beneficial targets for improvement. A 'reflective practice' file, which is completed daily, helps the team to consider ways of improving systems within the setting and also helps to build a more responsive service. For example, new methods of tracking children's progress have been introduced and are being developed. A thorough self-evaluation is conducted and sets out clear areas of progress and development. Overall, the setting has a great capacity to make ongoing improvements.

The partnership with parents is exceptional. Staff obtain an accurate picture of the child from their parents, and use regular feedback to capture children's changing interests and development at home. This excellent two-way flow of information helps to ensure that children are well supported. Parents are very well informed about all aspects of their child's achievements and well-being, for instance, through newsletters, daily discussions and progress consultations. Parents hold the nursery in very high regard. They comment on how quickly their children have settled and how well informed they are about their progress. This helps to ensure that each child receives excellent support between their home and the nursery environment. The setting works extremely well in partnership with local receiving schools and progress reports are given to parents to share with their children's teachers. In addition, staff invite teachers in to the setting so children transfer happily to school. Parents are highly involved with their children's learning and the setting as a whole. They contribute to their progress records, organise shows with the children and share their special knowledge and skills.

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

The learning environment is rich in signs, symbols, books, pictures and a wealth of resources that take into account children's different interests, understandings, home backgrounds and cultures. The equipment, resources and environment as a whole is highly stimulating for the children, motivating them to explore various learning concepts. Staff are skilled at encouraging children's thought processes as they ask open-ended questions and introduce new concepts to stretch children's learning. The simple yet highly effective systems of observation, assessment and planning see each child engaging in a learning experience which is tailored to their

individual developmental needs. Children's progress is monitored through regular observations where the information is then traced to individual learning records, which mark children's ongoing progress. Identified areas of development are promptly captured as planning is done on a weekly basis, and fully informed from children's next steps and interests. Assessments are linked to the areas of learning and the learning aspects meaning staff can accurately identify where children are in terms of their development.

Children experience exciting opportunities, based on first-hand experiences that bring learning to life, for instance, they have great fun building a snowman, decorating him with a hat and carrot for a nose as they talk about how the snow feels and what colour it is. Children make decisions and show initiative as they make up their own balancing games, giving instructions to one another as they play. Children show a great interest in literacy activities. They sit round and join in with the actions of the story from one of the many story sacks, they enjoy using the props and happily sing along with the songs in loud enthusiastic voices. The cosy book corner, stocked with a wide range of interesting books, is set out attractively for children to access independently. Children benefit from consistent learning throughout the different areas in the setting. For example, the well resourced role play area set up as a bakery allows children to explore their imagination, followed by making baguette collages and biscuits in the creative area. This is highly beneficial in helping to engage children's learning. Children have wonderful opportunities for mathematical development as they explore filling, pouring and volume in the sand play. Children are encouraged to embrace diversity; they use a range of positive image resources and take part in many activities to help them to understand the wider world as well as local community, for instance, local police have visited the children and demonstrated finger printing with them. They explore other cultures in their own community and further afield through the themed shows and festival celebrations.

The good health and well-being of all children is actively encouraged. They enjoy plenty of outdoor physical play and know they must wrap up warm in the cold weather as they remind each other to put on their coats. They enjoy healthy options at snack time and know that fruit helps us to 'grow big and strong'. Children are actively involved in good hygiene procedures, independently taking tissues to wipe their nose and placing them in the bin, following the picture story displayed for them to refer to. They then know to wash their hands, to reduce the risk of cross infection. Children are very well-behaved and exhibit wonderful manners. They form close friendships and are very helpful to one another. For example, in the dressing up area, one child helps her friend put on a waistcoat and then does up the buttons for her. Children are often heard saying thank you, which staff offer much praise for. Overall the behaviour management strategies used fully promote children's welfare and self-esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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

The quality of the provision in the Early Years Foundation Stage	1
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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	1
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