

Sington Nursery

Inspection report for early years provision

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Inspector Caren Carpenter

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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

Sington Nursery was first registered in 1990 and was re-registered in 2010. It is managed by a management committee. The nursery operates from a community hall within the London borough of Camden. Children have access to three rooms on the ground floor and one hall on the first floor. Children have access to an offsite, nearby secure out door play area situated on school premises. Children are taken out daily to a local park in close walking distance.

A maximum of 22 children from two years to under eight years may attend the nursery at any one time. There are currently 27 children in the early years age group on roll.

The nursery operates each week day from 9.00 am to 5.00pm except Fridays when they close at 3.30pm. The nursery operates 47 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery employs six staff including the manager and a cook with the availability of a relief worker. All staff hold early years qualifications. The manager and a member of staff are currently completing a degree in Early Childhood Studies and the deputy manager is completing a foundation degree in Early Childhood Studies

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoy their time in the busy and child friendly environment. 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. Effective partnerships between parents and other professional agencies ensure that children's needs are met and their protection is assured. The manager is aware of the strengths and areas for improvement within the nursery and clearly identifies areas for further improvement that will have positive outcomes for all children. For example, developing further the planning and evaluation of activities to enhance each child's learning experiences effectively towards the early learning goals.

What steps need to be taken to improve provision further?

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

- practise regular fire drills to ensure that children and staff become familiar with the fire evacuation procedure

- develop further the planning and evaluation of activities to enhance each child's learning experiences towards the early learning goals .

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures ensure that children are protected. Staff have good knowledge of safeguarding children and their roles and responsibilities in reporting concerns. Robust recruitment procedures are in place to ensure that all adults working with the children are suitable to do so. All staff hold appropriate qualifications and are effectively deployed within the setting to ensure children are well cared for. Risk assessments are carried out and daily safety check ensures any potential hazards to children are minimised. This includes when children are taken on outings, ensuring all aspects of the event are carefully considered. However, fire drill practices are not carried regular to ensure that children and staff are aware of the emergency evacuation procedure.

Systems to monitor and evaluate the provision are in process of being developed. The manager has a clear vision for the continuous development of the nursery. She is fully aware of what the nursery needs to undertake to make improvement that will have positive outcomes for all children and to maintain good standards.

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. Staff understand their different roles and responsibilities and good planning ensures that they are suitably deployed. Staff have high regard for children's well-being and they attend relevant training to further develop their childcare practices. Good quality resources are freely accessible helping children to make independent choices. This helps to create a positive and enabling environment for the children. Good use of time, space and resources promote children's safe and eager participation. Children make good use of the learning environment and the daily routine is carefully planned around meeting children's individual welfare and learning needs successfully.

Children are encouraged to play a full part in the life of the nursery because staff understand, respect and value their unique needs. They receive individual care and attention because staff operate an effective key person system and develop close relationships with children's parents. Comprehensive records, policies and procedures are in place and are shared well with parents and reflect current legislation. For example parents provide written consent for medical emergency treatment. Accident records are maintained and all accidents are discussed with parents.

Inclusive practice is promoted within the nursery. Staff understand the importance of developing partnerships with others. They seek appropriate support from a range of professional agencies, such as the Area Special Educational Needs team to ensure that children with learning difficulties and or disabilities benefit from a positive and rewarding experience. Staff work alongside the early years advisor to

improve the service for children and parents. The nursery provides good support for children with English as an additional language. For example, they find out about key words used at home and use them effectively to communicate with the children. This helps the children to feel extremely well settled and included. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events from around the world. They access a selection of resources that reflect positive images of people from different cultures. This ensures that children learn to value aspects of their lives and the diverse society in which they live.

The nursery works effectively with parents. Parents are kept well informed of their children's progress through daily verbal and regular parents meetings to meet with staff to discuss their children's achievements. Parents are actively encouraged to become involved in their children's learning. For example, they help out on trips, participate in social events and contribute recycling items for the nursery environment ecology project. In addition parents are represented on the management committee and contribute to making decisions about the future of the nursery. Discussions with parents suggest that they are very pleased with the care and early education their children receive. They say their children are well nurtured and look upon the nursery as an extension of the family due to the staff's welcoming and inclusive practice. The manager has developed a strong working relationship with the local schools, which assists children in making a smooth transition when they leave the nursery.

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

Children are motivated, enthusiastic and are making good progress towards the early learning goals. Staff have a good understanding of the Early Years Foundation Stage, which is reflected in the practice. The planning of the learning environment is linked effectively to the six areas of learning and enables children to play freely and spontaneously. Staff are beginning to plan for individual children with the use of observations and assessments. Teaching is highly engaging and the staff have a good understanding of the children's next steps in learning. As a result, they are flexible and build well on the children's interests.

Children lead and direct their own play, make choices and grow in confidence. For example, they initiate their own imaginative play and staff take the lead from children and provide further resources to extend their learning. Children spend the time socialising and chatting to their friends whilst they play in the role play area as they negotiate their roles of who will feed and take the baby for a walk. As a result children are developing their creative thinking and communication skills in an exciting environment.

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 using information and communication technology to support their learning as they develop skills for the future. In addition, children are

developing a very good understanding of the importance of taking care of their environment. For example, the nursery is involved in the environment ecology project which encourages children to design and construct their own ideas using various recycling materials.

Children thoroughly enjoy participating in regular movement and dancing sessions in a cosy room arranged with soft lights and soft music. For example, they show their delight as they explore materials and the effects they create making swirling lines with scarves by twirling around. Children excitedly explore sounds and rhythm using various musical instruments as they explore how sounds can be changed when taping out simple rhythm on their drums. They respond eagerly to variety of music from a round the world such as, Spanish, African, Irish and Russian and use their large balls, elastic bands and rhythm sticks to create different movements.

Children are making good progress in their communication, language and literacy development. The nursery is involved in the 'Every child a talker' project. For example, effectively staff uses their daily trips with the children to the local park to further promote and extend children's communication skills. Children are encouraged to talk about the outdoor environment as they observe and learn about forest trees, plants and living creatures. Children enjoy listening and participating in story sessions as well as choosing independently from a quality range of books for pleasure. 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.

Carefully planned menus ensure children are provided with a balanced diet, which also takes into consideration their likes, dislikes and any specific dietary needs. For example, they enjoy eating a selection of fresh fruits daily and delicious freshly cooked meals such as lamb hot pot with a selection of vegetables. Children recognise when they are thirsty and help themselves to fresh drinking water readily available to them. 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 their daily trips to the local park. 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 are encouraged to learn about safety issues and how to keep themselves safe. For example, they encourage the children to develop an awareness of road safety during their daily trips to the local park, by using the children's traffic club resources and during role-play activities.

Staff have a loving and caring relationship with children, who form strong attachments to adults and other children within the nursery. All staff clearly apply consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Children are very well behaved as they take turns and contribute to the welfare of others as they help to tidy away at the end of an activity. Staff know individual children very well and provide them with good levels of sensitive and appropriate support.

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

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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met