

Luton Street Community Nursery

Inspection report for early years provision

Unique reference number	EY305996
Inspection date	21/10/2010
Inspector	Martha Darkwah
Setting address	Luton Street, London, NW8 8RL
Telephone number	020 7724 7965
Email	lutonstreet@wcs.org.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Luton Street Community Nursery was first registered in 2005. It is run by London Early Years Foundation under a management contract for Westminster City Council.

The nursery is located in the Maida Vale area in Westminster City Council. The setting is a purpose built single storey building consisting of two main class rooms and a sensory and group room.

Children have access to a secure outdoor area. It is open each weekday from 8.15am to 5.45pm for 51 weeks in the year. Access to the premises is via a ramp.

A maximum of 35 children may attend at any one time. There are currently children 35 on roll in the early years age group. The nursery supports a number of children who have English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 11 childcare staff members of whom, nine hold appropriate early years qualifications. Two are working towards an early years qualification. Additionally, the nursery employs a chef.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are thoroughly enjoying their time at this provision. They are making good progress in their learning and development because the staff team plan and provide for the children's individual needs. The staff team work very well in partnership with parents and others, overall. Children's welfare is promoted effectively and, overall, they are safe, happy and secure. Effective systems are in place for monitoring and evaluating the good service provided for the children. This enables the staff team to make continuous improvement.

What steps need to be taken to improve provision further?

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

- improve systems for requesting written parental permission, at the time of the child's admission, to the seeking of any necessary emergency medical

- advice or treatment in the future
- extend the partnership with parents to involve them in their child's learning and development and how to support children's learning at home.

The effectiveness of leadership and management of the early years provision

Children are cared for by staff members that are rigorously vetted and suitable to work with them. Comprehensive policies and procedures are in place and the manager checks that all staff re-visit these to keep their knowledge of them fresh. All visitors to the nursery are required to sign an entry log in a visitor's book and the setting has adequate security measures in place to protect children. The staff team are suitably deployed working directly with children both in and outdoors. The staff team have a good knowledge and understanding of the local safeguarding children procedures and therefore, children are well protected. Overall, children are safe and secure on the premises as staff undertake risk assessments. Children's welfare is promoted well; a number of staff have first aid qualifications to ensure that accidents are suitably managed and the procedure for administering medication is in line with current legislation. A suitable sick child procedure is in place to prevent unnecessary illness. Required information and written permissions are obtained from parents to enable staff to promote children's continuing good health and well-being, although the system to request parental permission to seek emergency medical advice requires improvement in order that this consent is returned more promptly. A good range of toys, materials and resources are provided to meet the varying needs of the children attending.

The provision's capacity for effectively monitoring performance and further improvement is good. Self-evaluation is accurate and enables the setting to identify and prioritise areas for improvement, for example, further encouraging parental involvement and providing workshops on the curriculum and early years practice to improve outcomes for the children. The management team and staff are enthusiastic and keen to continue developing the provision and this is mirrored in the staff's positive attitudes. The manager and staff take time to observe each other's practice in order to improve the quality of teaching and ensure inclusive practice. The staff team understand their roles and responsibilities and work well as a team to promote good outcomes for children.

A strong emphasis on partnerships with parents/carers enables children to settle easily into the supportive atmosphere and make the best possible start. Parents are fully involved in the settling in process. They read stories, play musical instruments such as oboe and join in a number of social events, for example, sharing in a 'Breakfast morning' with their children. Information is shared through regular newsletters, open days and daily discussions with the friendly and approachable staff. Staff members maintain a learning journey for each child mapping children's progress towards the early learning goals and they share this with parents. The records include an observed special 'magic moment' which is then recorded in their learning journal. For example, the monthly children's planning meetings where staff suggest ideas and make their own record of the

meeting. Staff members transcribe this in a record folder and take photographs of children as they engage in the activity. There are a number of opportunities for parents to be involved in their child's learning and development in the setting. However, ideas of how to support children's learning at home are yet to be fully developed. At the inspection, several parents said their children were very happy with the provision and that they are progressing very well. The provision works well in partnership with others to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

Cultural diversity and inclusion is highly valued and respected well overall. Children are well supervised and cared for, the atmosphere is safe and friendly, and staff work very hard to ensure that the provision meets all the children's individual needs. Children are learning about multicultural society as they celebrate festivals, such as Diwali and Chinese New Year. They are curious about the items on the interest table which they handle and discuss with staff. There is a wide range of toys and resources which help to promote children's understanding of diversity within our society, for example, dressing up clothes, play foods, books, puzzles and dolls.

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

Children are developing a good appreciation of a healthy lifestyle; they enjoy nutritious snacks such as fresh fruits and hot meals freshly prepared by the nursery chef. Children enjoy weekly cooking activities, for instance, making biscuits made with different herbs. Good hygiene procedures are encouraged; children know when they must wash their hands and throw away tissues in the designated bin in order to prevent the spread of germs. The staff team teach children to take responsibility for their own safety as they carry chairs appropriately and replace them under the table. Children are developing control over their bodies as they participate in physical activities and music and movement sessions. They keep well hydrated as they have easy access to water indoors and in the garden. They enjoy games using fixed equipment in role play and using child-sized gardening tools to dig, sort and count harvested potatoes. They climb, skip and steer scooters around whilst avoiding obstacles in the playground.

Children are very well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. They are developing friendships and are learning how to take turns and positively interact with each other. The atmosphere is very inclusive and this in turn enables the children to grow in confidence and self-esteem. They enjoy free flow of indoor and outdoor play opportunities. The children take full advantage of the many opportunities to engage in physical activity in the delightful playground with many interesting aspects and a relaxing sensory garden. Boys and girls alike achieve consistently well because staff plan for their individual learning whilst taking their individual interests in to account.

The provision provides children with a good standard of care and education because the staff team have a clear understanding of the early learning goals and how to implement these effectively. Children's achievement is good in relation to their individual starting points and capabilities. There is a good balance between adult-led activities and those the children choose for themselves. Therefore, children's learning is effective because staff intervene when appropriate; to re-focus children's attention or unobtrusively support the next steps in learning and have meaningful participation. The staff team provide many opportunities for children to repeat and consolidate their learning. Additional activities of interest are provided throughout the week to promote children's curiosity whilst learning to explore with different materials. For example, which items float or sink, or spooning golden syrup into water and oil to find out which is heavier than the other and how they change when mixed together, making a note of their observations.

The nursery provides an interesting variety of activities to heighten the children's experiences of the world around them, from taking the children on visits to the sea side, inviting the local librarian and dentist to the setting, to involving them in learning about the natural world outside and enjoying stories and learning about the value of personal hygiene. This assists their spiritual, moral, social and cultural development, which is seen in their confidence and self-esteem. Consequently, the children build a strong sense of community.

The staff team focus daily attention on key skills, such as listening with understanding, speaking clearly, early literacy and numeracy. They use a rich vocabulary to encourage and extend children's concentration and independence. Children are developing good reading and writing skills as they recognise their names and letters displayed in the environment. Children are becoming very aware that print carries meaning as they look at books and enjoy listening to stories, such as 'Fix it Duck'. Children spend time developing their problem-solving skills as they construct with bricks, pair objects, count and thread beads. Many activities enable children to explore through using their senses, for example, water play, dough and sand. Children are developing positive attitudes to their learning and this prepares them well with skills for the future.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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