

Underhill Infants School and Childrens Centre

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*.

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

Underhill Infants School and Children's Centre was registered in 2009. The setting operates from a purpose built building on the site of Underhill Infant School in Barnet, North London. A maximum of 50 children in the early years age group may attend the nursery at any one time, and of these not more than five may be under two years. Currently there are 71 children on roll in the early years age range. The centre opens from 8am until 6pm, Monday to Friday for 48 weeks a year. Children have access to a number of classrooms and a garden. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 16 members of staff, 15 of whom hold NVQ at level 3 qualifications in early years and above and one member of staff holds a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive setting. The leadership and management are committed to ensuring that all children enjoy their activities in a very safe and inclusive environment, in which parents have great confidence. Children's individual needs are valued and met through observation, assessment and planning. The needs of children are understood and all children are able to make good progress in their learning and development. Strong partnerships with parents and a robust settling in process that acquires good knowledge of each child's needs mean that staff provide all children with appropriate support as they begin nursery. The manager regularly reflects on the service they provide and takes action to address any areas for improvement. This ensures the provision is responsive to the needs of the families who use the service.

What steps need to be taken to improve provision further?

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

- improve assessment records to reflect children's next steps that are realistic to the activity that is being observed.

The effectiveness of leadership and management of the early years provision

The welfare and safety of the children is of utmost importance and safeguarding procedures comply with current legislation. The group promotes happy, confident children who relate well to each other and to adults. Policies and procedures necessary to safeguard children's welfare are well written and implemented

effectively by all staff. Vetting procedures ensure that all staff working with children are suitable to do so. Documentation relating to children's individual needs and care routines is well maintained. Written risk assessments are comprehensive and robust. Staff are well qualified and work effectively together as a team. They are clear about their roles and responsibilities and have a strong commitment to continual professional development. The manager has a good understanding of the setting's strengths and weaknesses. Regular staff meetings and daily discussions mean that systems to monitor and improve their practice and the outcomes for children are robust. Resources are well deployed across the nursery and this enables children to make good progress in their learning and development. Staff have a good partnership with parents. Parents are fully valued as partners and are confident in the ability of staff to meet the individual needs of their child. The key person system is very effective and parents know who to go to if they have a concern. The settling in process is a key strength in the setting and staff are fully versed with an understanding of children's home circumstances, cultural values and routines and provide appropriate and sensitive support while maintaining a high standard of confidentiality. Written questionnaires are used effectively to identify parents' views and staff act upon the feedback received. Consistent and inclusive systems of communication with all parents result in a strong partnership and engagement. For example, the setting organises a Father's Day at the weekends for parents who cannot attend during the working week. Staff provide parents with written policies and procedures and a good range of information about children's learning and development. They have established effective links with other partnerships and childcare providers to ensure that children's needs are met and there is continuity in their learning. Staff promote inclusion effectively, for example, by planning activities to promote the positive images of cultural diversity and disability. This helps to give children and families a sense of belonging and of being valued. The setting actively promotes equality of opportunity and works with parents and other agencies to support and meet individual children's needs. They are vigilant and proactive to ensure that all children are fully included. Staff have organised the available space very well to ensure that each child is fully included according to their ability and stage of development.

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

Staff have created a welcoming environment and have effectively organised all the rooms to provide a good range of resources according to children's ages and stages of development. Children are fully engaged in a variety of activities that cover all the areas of learning. For example, younger children revel in glitter as they explore different colours as they make pictures for Christmas, while some wrap up Christmas boxes with sticky tape and colourful festive paper. Children are engaged and happy in play as they take delight in looking at books, as some others play in the sand tray with an assortment of scoops and containers as they fill and empty buckets of sand. Staff ensure that resources are accessible and this supports children to make their own choices and promotes their independence and self-esteem. During activities staff stimulate children's thinking effectively by asking a good range of questions to support their learning. For example, as

children play with glitter, they talk about mixing colours to make new colours. Staff use rich language and vocabulary and talk about texture and volume, and support younger children to count up to 10 confidently as they count the number of presents they have wrapped. This supports children's numeracy, problem solving and reasoning skills. The setting has a very well developed outdoor area where children have opportunities to access outdoor play whenever they wish, making it accessible to children as part of their continuous provision. As a result the outdoor provision reflects what they are doing inside, so children's learning through play is continuous.

Staff have a secure understanding of the Early Years Foundation Stage and plan purposeful play, with a balance of adult-led and child-initiated activities. An effective key person system ensures there are efficient methods for observation and assessment and that staff can identify the next steps in children's learning. However, some next steps are not realistic and do not match the observations. Consequently, planning for children's progress is not always clearly identified. The setting has robust procedures for the use of starting points to plan for children, and the use of a robust, key worker system. As a result, children's individual needs are met because staff have a very thorough understanding of them.

Children are very well behaved and all staff apply clear and consistent boundaries so that children develop knowledge of what is expected and display positive behaviour. Staff know individual children well and provide them with a good level of sensitive and appropriate support. Children enjoy their time at setting and they take pleasure in singing Christmas songs for their concert. Staff support children to use a wide range of equipment and tools safely, for example, when cutting and gluing pictures. They examine the different mark making tools, such as crayons, pens and paints. For example, children write letters to Santa and make wish lists in their special Santa's grotto. Children have access to computers and use information technology to complete simple games that encourage skills for coordination and develop problem solving.

Children understand how to keep themselves safe from harm by participating in a regular fire evacuation practice and listening to staff talk about how to stay safe in the setting and on outings. Children's care and health needs are a high priority throughout the day and there is a continual focus on including opportunities for learning during all routines. For example, children are learning about their own personal hygiene and staff show dedication to encouraging and supporting this. They conscientiously provide tissues and encourage hand washing after using the toilet. In addition, staff provide children with healthy snacks and a good variety of different cultural meals, according to their individual needs, and share written menus with parents. Children are independent in their self-care skills as they serve themselves at meal times and dress appropriately for outdoor activities. They are developing independence and contribute effectively towards the welfare of others, for example, as they tidy up at the end of an activity and learn to negotiate problems by themselves with maturity.

Planned activities follow themes, such as Christmas, Diwali, Eid and Hanukkah, so that children are learning about the world in which they live in with involvement from parents and visiting adults. Children's learning is sometimes consolidated through reference to photos and discussions with staff during subsequent activities

and these are often the topic of valuable conversations with staff and children. Consequently, children learn to value aspects of their own lives and the diverse society in which they live.

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

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|--|---|
| 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

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|--|---|
| 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

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| 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