

# Golders Green Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY286593
<b>Inspection date</b>	25/01/2011
<b>Inspector</b>	Siobhan O'Callaghan
<b>Setting address</b>	212 Golders Green Road, Golders Green, London, NW11 9AT
<b>Telephone number</b>	020 8458 7388
<b>Email</b>	
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Asquith Court Nursery, Golders Green was registered in January 2005 and operates from refurbished purpose built premises in Golders Green, North London. It is part of the Asquith Court Group, which owns and manages 81 childcare provisions. The nursery is arranged over three floors and has three rooms in which the children are cared for in age related groups. Children have access to two secure outside play areas.

The nursery operates each week day for 51 weeks of the year between the hours of 7.30am to 6.30pm. The nursery is registered on the Early Years Register and on and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 58 children at any one time. The nursery provides funded early education for three and four-year-olds. There are currently 70 children aged from three months to under five years on roll. The nursery currently supports a number of children with English as an additional language. There are 15 members of permanent staff working with the children. The manager holds a level 4 qualification and all other staff hold relevant early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Golders Green Nursery provides a welcoming and inclusive environment for children where due emphasis is given to recognising the uniqueness of each child. Children are supported to make good progress in their learning and development as staff plan a stimulating range of experiences to capture their interests and consequently keep them busy and engaged most of the time. The overall successful partnerships with parents, helps to support an integrated approach towards meeting children's care and learning needs. Children's welfare is promoted through robust safeguarding procedures alongside a broad range of policies and procedures which support most aspects of children's health and safety within the setting. The staff team demonstrate a positive approach towards implementing improvements within the nursery, this can be evidenced in their thorough self-evaluation systems.

## What steps need to be taken to improve provision further?

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

- develop further ways of communicating with parents and involving them in gathering children's starting points before they attend the provision
- review hygiene practices with regards to the management of children's individual comforters
- review the organisation of busy morning routines within the baby room.

## **The effectiveness of leadership and management of the early years provision**

The nursery has established comprehensive records, policies and procedures to support the safe and efficient management of the provision. There has been some recent staff turnover within the nursery however; the management team are working hard to recruit new staff. There are successful recruitment, vetting and induction procedures in place to ensure that all staff are qualified and are suitable to work with children. Staff induction includes safeguarding training alongside the management of health and safety measures within the nursery. Consequently, staff demonstrate a secure knowledge and understanding of safeguarding children procedures and the importance of working in partnership with parents and outside agencies where this is appropriate. Staff maintain regular risk assessments of the environment to ensure that it is safe and secure for children. Outings within the local and wider community are conducted safely due to the effective systems in place to monitor and review potential hazards.

The staff team organise an inviting and challenging environment for children. Resources available are of a good quality and are easily accessible to promote children's independence skills. The staff team are deployed effectively most of the time as they skilfully interact with children and follow their choices of play. However, the current organisation of morning routines within the baby-room do not foster these positive interactions consistently. Staff acknowledge that this is an area for improvement and are already looking at ways of managing this busy time more effectively. Children's individual home backgrounds and cultures are embraced within the nursery. Staff work effectively with parents to share and celebrate special festivals throughout the year and to value children's home languages. Overall, parents demonstrate that they are very happy with the care and learning opportunities their children receive. Parents comments include: 'I am very happy with the care my child receives. She is learning so much and is very happy to attend. Although there are currently no children on roll who require additional support to meet their needs, there are effective measures in place to work in partnership with parents and outside professionals to support children in reaching their individual milestones.

The nursery team demonstrate a strong commitment to promoting improved outcomes for children. Discussions with staff inform me of their enthusiasm to keep their knowledge and skills up-to-date as they attend regular training sessions to support their work with children. Staff feel well supported by the management team, consequently they are happy and motivated in their roles. Self-evaluation is a strong focus within the nursery as all staff, parents and children are involved in suggesting ways of improving practices. For example, since their last inspection the nursery has refurbished their outdoor play area to create a more stimulating and challenging area for children to play. This was initiated after consultation with parents and staff about what the key areas for improvement were within the provision. Parental questionnaires are sent out regularly to engage parent's views and evidence suggests that their ideas are acted upon quickly where this is possible. Overall, these positive partnerships support children to enjoy and achieve

within the provision.

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

The staff team demonstrate a good knowledge and understanding of the learning and development requirements. They plan a broad range of activities and experiences both indoors and outdoors which are geared around children's individual interests and abilities. Staff continually observe and monitor children's progress. They ensure that children are continually challenged as they utilise assessments of children's progress to plan appropriate next steps for their learning. Parents are encouraged to contribute towards children's progress as staff share children's observations and meet with parents both formally and informally throughout the year. Discussions with management demonstrate that they are also developing ways of gathering children's starting points as soon as they arrive within the nursery, although, they acknowledge that these systems are yet to be fully embedded. Nevertheless, children are making good progress in their learning given their starting points.

Children are happy and confident within their environment as they are able to move freely and make choices about their play. They are developing positive social skills as they are supported to respect one another and to show due consideration to each others needs. For example, when a young toddler visits her new room upstairs within the nursery an older child welcomes her with a cuddle of reassurance. Children are developing good communication, language and literacy skills as they enjoy sharing books and stories with staff. Older children are developing their writing skills as they demonstrate that they are beginning to write with a purpose. Children's problem solving skills are explored within all aspects of their play as they engage within games and puzzles which promote their concepts of numbers. They enjoy participating within cooking activities where they learn to count, weigh and measure ingredients. Babies enjoy exploring and investigating a variety of materials as they play with treasure baskets and observe their own reflections in low level mirrors. All children have good opportunities to be creative and to develop their imaginations as they enthusiastically access their well resourced environments. For example, babies are delighted to explore sand and water play whilst older children love to create their own collages using paint and real flowers.

Children's overall welfare is given due emphasis within the provision. They are offered healthy meals and snacks which meet their individual dietary requirements, for example, the chef accommodates vegetarian and kosher diets. Children have extensive opportunities to be active and to play outside as they develop a range of physical skills which supports their good health. They are developing a good understanding of behaving in safe ways as staff support them to access their environment safely and responsibly. This is further enhanced through their participation within regular emergency evacuation drills. Children demonstrate that they feel safe and secure in their environment as they approach adults confidently for support and attention. They develop a strong sense of belonging as they enjoy

sharing their portfolios with staff and delight in looking at photographs of themselves displayed within the nursery. Children are developing many positive personal hygiene practices as they wash their hands at appropriate times of the day and observe positive adult role models. However, the effective management of dummies that are used by some of the younger children is not always positive. For example, some babies are able to access dummies that do not belong to them and put these in their mouth. Overall, children are very well behaved they have established secure relationships with the staff team and their peers. Consequently, children are developing many valuable learning and development skills which help to set secure foundations for their future learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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](http://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