

Alpha & Omega Nursery

Inspection report for early years provision

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Inspection date

16/01/2011

Inspector

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Setting address

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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

Alpha & Omega Nursery is run by Restoration Revival Fellowship Limited. It was registered in 2010 and operates from a self contained purpose built premises adjacent to the Church within the London borough of Brent. Access to the premises is by a separate entrance.

Children have access to a spacious hall, a baby room, and a dining room. There is an enclosed outdoor play area.

The nursery is registered for a maximum of 50 children under eight years; at any one time. There are currently 13 children in the early years age group. The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. The nursery is open to all children in the community.

The nursery employs seven staff including the manager. All staff hold early years qualifications. The nursery employs a cook and is supported by five volunteers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are interested and well motivated because they are treated with warmth and respect in a very inclusive 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. However, children do not yet have access to new information technology to support their learning. Strong partnerships with parents and carers ensure that children's individual needs are identified and fully catered for. The management team has a clear vision for the continuous development of the nursery and all staff are involved in the ongoing self-evaluation of the nursery and discussions about future progress.

What steps need to be taken to improve provision further?

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

- provide more regular opportunities for children to access and develop their skills in using information and communication technology.
- display a list of words from children's different home languages and use this to further develop children's speaking and listening skills
- further develop outdoor play space to enhance children's learning experiences and to provide greater challenges to them

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are very effective. All staff are thoroughly vetted and there are rigorous systems in place to supervise visiting students and volunteers. All staff hold appropriate qualifications and are suitably deployed within the nursery to ensure children are well cared for. Staff are aware of child protection policy and their responsibilities with regard to children's welfare. Robust risk assessments are carried out regularly 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.

All staff contribute to an ongoing evaluation of the effectiveness of the nursery and this is further aided with the valued suggestions and support from parents and the early years team, identifying areas for improvements and implementing the necessary changes. For example, the manager has identified the need to develop outdoor play space to enhance children's learning experiences and to provide greater challenges to them.

The manager is well supported by the staff who works well as a team. There is active involvement of all the staff team in their staff meetings to discuss and contribute their ideas. Quality play resources are freely accessible helping children to make independent choices. Comprehensive policies and procedures and all records required for safe and efficient management to meet all children's needs are well maintained and reflect current legislation

Children receive individual care and attention because the nursery operates an effective key person system and develop very close relationships with children's parents and carers. For example, babies individual care needs are identified, well planned for, clearly displayed so that all staff working in the baby room are fully informed and aware of their individual needs. In addition, babies follow their home routines as far as possible because parents provide staff with very detailed information about all aspects of their development.

Inclusive practice is a well promoted within the nursery. Staff understand the importance of developing partnerships with others to benefit the children, such as seeking appropriate support from other professional agencies to ensure that children benefit from a positive and rewarding experience. Staff uses key words in children's home languages to communicate effectively with the children this helps children feel included and settled. However, they do not display a list of key words from children's different home languages to further develop children's speaking and listening skills. Children have opportunities to take part in tasting and experiencing different food from around the world such as, Jamaica, Poland, Brazil and Syria. This helps them to value similarities and differences within the wider society.

The nursery works successfully in partnership with parents and carers. Parents are provided with regular new letters to keep them well informed about future plans and events. Staff ensure that parents provide detailed written information about

their children's individual needs including any disabilities, learning difficulties, medical or cultural and linguistic requirements. Staff uses a daily communication book effectively for the younger children to share information with parents about their children's routine and their care needs. This provides reassurance and actively involves parents in the care of their children. The nursery values parents comments and seeks their views through parents' surveys. They act on their suggestion to improve the care and learning experiences for the children as well as developing and maintaining effective communication between staff and parents. Parents are pleased that their children are happy and making good progress; they receive regular feedback on their children's development and say the nursery is fantastic, staff are friendly and caring.

The manager has established good links with some local schools to ensure continued progression of children's care, learning and development and to support children transition to school.

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

Children make good progress towards the early learning goals and enjoy their time in the nursery. The growing understanding of the Early Years Foundation Stage and the early learning goals enables staff to help children make this good progress.

Planning is flexible and takes into account children's individual needs and interests to ensure their continuous development is fully supported. Staff find out about their starting points from parents and together with observations use this information to assess their progress. Staff undertake observations of the children and record their interest and capabilities. They plan for the children with the use of observations and assessments.

Babies are developing their sensory skills and enjoy playing with a quality range of toys that promotes the development of their senses. For example, they investigate the sounds and textures of various objects in treasure baskets. Staff provide good support and spend quality time supporting babies play experiences as well as responding positively to their individual needs.

Children are developing their early writing skills; they have good access to a range of writing resources which they select independently. Children are developing their imaginative skills and enjoy themselves during role-play activities as they pretend to prepare and cook their meals in the home corner. They thoroughly enjoy participating in interesting range of creative activities such as sand and water play, cooking, painting, cutting and sticking. They enjoy designing and creating their ideas using a range of recycling materials such as, boxes to make their models, which they display around the room. Children have good access to selection of musical instruments encouraging them to respond to music, explore and learn how sounds can be changed. Staff encourage children to think critically and solve problems. For example, they complete simple jig saw puzzles and sort out objects

by colours during many practical activities developing skills for the future.

Children enjoy building and constructing their ideas using a selection of constructional resources such as building blocks. They are provided with opportunities to explore and investigate living creatures using magnifying glasses in the garden to look for bugs. However, children have few opportunities to use information and communication technology to support their learning.

Children are provided with meals and snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily as well as freshly prepared meals such as, sweet and sour chicken, mixed vegetables, cottage pie, spaghetti and salad. Staff have established effective systems to help children stay healthy for example, by explaining the importance of hand washing and good personal hygiene. Daily access to outdoors and fresh air fully promote the children's health and well-being.

Children are familiar with the nursery's simple guidelines for acceptable behaviour. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff. Staff regularly praise and use positive language which promotes their self-esteem and confidence.

Children are encouraged to learn about safety issues and how to keep themselves safe. For example, children are provided with first hand experiences to cross roads safely using the green cross code. In addition, children know what to do in the event of a fire because; they routinely practise the evacuation procedures.

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