

# West Street Neighbourhood Nursery (Bexley)

Inspection report for early years provision

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<b>Unique reference number</b>	EY287827
<b>Inspection date</b>	25/01/2011
<b>Inspector</b>	Susan McCourt

<b>Setting address</b>	1 Maxim Road, West Street, Erith, Kent, DA8 1FA
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<b>Type of setting</b>	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**

West Street Neighbourhood Nursery was registered in 2005 and is run by the Pre-school Learning Alliance. It is part of the purpose built West Street Children's Centre in Bexley Heath and is registered to care for 70 children in the early years age range. The nursery is on the early years register and is on both the compulsory and voluntary parts of the childcare register. It is open from 8am to 6pm, Monday to Friday, 51 weeks of the year. All children have access to secure outdoor play areas.

There are currently 108 children on roll aged from birth to 5 years, some of whom have special educational needs and/ or disabilities. The nursery receives funding for the provision of free early education. The nursery also supports children with English as an additional language. The nursery employs 28 staff, 27 of whom hold appropriate early years qualifications; one of these has Early Years Professional status and a further two are working towards it.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall the nursery provides very good care for children. A stable and experienced staff team follow rigorous policies and procedures and have an open approach to developing their practice, so the capacity to maintain continuous improvement is good. They have created an excellent learning environment for all children with only a minor weakness in the provision for outdoor play. The needs of each individual child are placed at the centre of their planning which ensures that all children's needs are ably met.

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

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

- enhance the outdoor areas for all children to include the natural environment all year round, with particular regard to digging and planting.

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

The nursery's safeguarding practice is rooted in exemplary policies which all staff are familiar with. Staff checks are closely monitored and recruitment procedures are very strong, which means that all staff have a strong vocation for their work. The roles and responsibilities of the nursery staff are explained in a clear and robust tone which puts the child's welfare at the heart of everything they do. Staff work closely together to ensure children are supervised at all times and undertake

regular headcounts to account for every child. The building is very secure, with buzzer entry systems and electronically controlled exits. All staff carry fobs to access the nursery and parents are reminded not to allow other children to follow them out. Risk assessments are also robust and address every aspect of nursery life. Staff ratios are met at all times, and staff have an excellent sense of where everyone is at any time, so that they can ably monitor every child. Staff have a good understanding of their roles and responsibilities and their shared purpose is strongly evident throughout the nursery. The senior team undertake the self-evaluation process as a constant work in progress, and value the staff input very highly. They have created an ethos where staff reflect on their observations, and seek to make improvements, such as re-organising the baby room entrance to encourage more parents over the threshold. This makes the nursery well placed to constantly improve as all staff take a professional responsibility for the nursery.

The staff and children represent a good cross section of their diverse community, and staff work closely with parents to ensure that they understand every child's individual needs. Staff have a good awareness of anti-discriminatory practice and work effectively to ensure they successfully address the achievement gap in an area of high deprivation. The nursery enjoys excellent relationships with other professionals, liaising closely to meet children's additional or complex needs. The nursery also works with other daycare settings and schools as part of a project established by Early Years Consultants to analyse children's attainments and address emerging trends. This exemplary practice has identified that children in the area need more outdoor play opportunities, and has resulted in plans for working together to create a 'forest school'. The nursery has close links with the receiving schools and can monitor their children's achievements using their feedback. Parents have lots of opportunities to be involved in the life of the nursery and frequently offer their professional skills to help; gardening workshops for example. Parents provide and receive good quality information to promote consistency of care and their contributions to forums and questionnaire responses are highly valued.

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

Staff work very ably together to create an excellent learning environment for children. Rooms are child-friendly and welcoming with a good range of play equipment available across all the areas of learning. Resources are easily accessible in each room, so that children can decide exactly how they want to play. Staff have created outdoor areas which provide physical challenges and a range of experiences across the curriculum, but activities such as digging and planting are currently restricted to spring and summer. Staff create plans that provide a full range of experiences and activities across all areas of learning, and are always aware of each child's next steps. They are very skilled at fostering children's independence and encourage children to solve problems and work things out at their own pace. This all combines to create a setting where children enjoy well-targeted support at every stage of their development. Staff take great personal pride and enjoyment at seeing the children achieve and give praise in meaningful

and genuine ways.

Children's welfare needs are very ably met. Staff initiate warm and caring relationships with the children in their care to provide a secure environment. They rigorously follow the policies and procedures as regards medication, recording accidents and any allergies to ensure children's well being. Children can follow their own routine in terms of when to eat and sleep, and staff have strong evidence-based reasons for their methods, such as ensuring babies are comforted as they go to sleep in order to minimise distress. The educational needs co-ordinator works closely with identified children to enable them to progress, and she also ensures all staff are aware of each child's next steps to provide a consistent response to the child. Children have very good opportunities to enjoy a healthy lifestyle. The routine involves lots of fresh air, exercise and a healthy diet. Staff keep the nursery very clean and children learn good personal hygiene routines such as washing their hands after using a tissue. This helps prevent cross-infection and gives children skills to keep themselves healthy.

Children are extremely well settled and secure in the nursery. They are confident to approach adults as they can be sure of a positive and warm response. The building is very secure, so children can relax and play, learning to concentrate well with few distractions. Children engage quickly with their friends as well as new people and show great curiosity and enthusiasm. They are active and independent learners, showing high levels of absorption in their play. Children relish creative play. For example, in a hairdresser role play, a child had great fun vocalising all the noises for the water hose and hairdryer. Other children build games out of following each other, using facial expressions and giggling to make a simple game fascinating for both of them.

Children are given a healthy approach to risk and safety and are familiar with rules such as not running indoors, but also know that it is fine to take a risk when completing a physical challenge, such as stepping from a crate. They co-operate well with each other, taking turns and being quietly assertive when they know it is their turn. Behaviour is exemplary because children are engaged with what they play and staff are attentive to their every communication, so they do not get frustrated. The play equipment and images around the room reflect a diverse and varied society, and authentic celebrating of festivals helps children to be open and familiar with everyone they meet. Children treat each other with respect, and know that this is highly valued by staff who show genuine pleasure when praising them.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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

<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	1
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

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