

St.Michaels Nursery

Inspection report for early years provision

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Inspector Jennifer Devine

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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*.

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Description of the setting

St Michael's Nursery registered in 1992. It is one of three nurseries run by a private provider and operates from two large rooms within St Michaels and All Angels Church in Stonebridge in the London borough of Brent. It is open each weekday from 07.30am to 6.30pm, all year round. A maximum of 50 children may attend the nursery at any one time. There are currently 49 children on roll, of whom 27 receive the funding for free early education. The nursery currently supports a number of children with learning difficulties and/or disabilities; and children who speak English as an additional language.

The nursery is registered on the Early Years Register. There are 11 members of staff, 9 of whom hold appropriate early years qualifications. The other two staff are due to embark on an early years training course.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled in the nursery and are making good progress in their early learning. Overall, the staff team have a good understanding of children's needs and have built up excellent relationships with parents. Staff have a generally good knowledge of the Early Years Foundation Stage and plan an exciting range of activities to support children's learning. However, the recording methods used do not clearly show the next steps for each child's learning. Generally effective self-evaluation methods ensure the staff frequently review their practice and identify areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the observations and assessment methods so that they clearly identify the next steps for learning and support the planning of an individualised curriculum

The effectiveness of leadership and management of the early years provision

Children's welfare is protected as the staff group are aware of child protection issues and the safeguarding procedures to follow if they were concerned about a child. Appropriate recruitment procedures ensure all adults are suitably checked to work with children.

Staff are deployed appropriately to ensure children's safety is paramount at all times. Risk assessments are conducted and reviewed regularly and daily safety

check lists ensure the children play safely in the setting. Documentation such as the attendance register, accident and medication records are all in place, as required.

There are effective systems in place for self-evaluation which staff share together and routinely reflect on their practices to bring about continuous improvements. Staff are encouraged to attend further training to update and extend their knowledge. Good support is in place to help newly recruited staff to gain early years qualifications as close working partnerships are established with local colleges. All recommendations from the previous inspections have been addressed well.

The setting is well equipped with a range of safe and suitable furniture and equipment. Staff set up the room in the morning and children can make free choice from these available resources. The resources are changed around during the morning to give children further opportunities to engage in a wider range of activities. They can also access some resources from low level units, for example, writing materials, puzzles and constructional play.

Staff have a good knowledge of each child's backgrounds and needs. Staff are knowledgeable about promoting an inclusive environment for all children. The nursery celebrates a variety of festivals over the year and has a range of books and resources to help children understand about diversity in their society.

There are excellent systems in place to develop effective partnerships with parents. They are made to feel extremely welcome into the nursery and staff are always available to discuss each child's progress either at the beginning or end of the day. Parental feedback is encouraged and their views are considered and implemented. Parents are also invited to more formal parents meetings where they can discuss their child's progress in more depth and look at their developmental records with the key carer. Parental comments at inspection indicate they are extremely pleased with the care and education the nursery offers. The nursery has also built up good links with the local schools to help with the transition to reception class for the older children.

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

Children are happy and settled in the nursery and are making good progress in their development. Children separate well for their parents or carers and are developing a sense of belonging in this friendly environment as they greet one another and join in with play.

Children get together as a group with the staff team and say good morning to everyone, they thoroughly enjoy the singing session and actively take part during this time. They choose musical instruments and are learning about rhythm as they beat the drum or shake the tambourine in time with the singing. Children choose some songs to sing and all children sing loudly to their favourite song 'Bob the

builder? a number of times.

Children are supported by the staff who work closely with groups of children or individually to encourage and extend their play. They enjoy creating collage pictures from dried pasta, peas and lentils and freely choose to paint pictures at the easel. They learn about numbers as they play matching games with the large number mats. Children thoroughly enjoy constructional play and spend long periods of time building intricate models.

The setting has an outdoor area which has recently been re-developed. Children excitedly put on their coats and thoroughly enjoy spending time outdoors playing with a wide range of equipment that supports the six areas of learning. The pre-school children enjoy exploring and investigating in the small outdoors learning house where they learn about the natural environment.

A strong emphasis is placed on helping children develop good manners and social skills, which enables them to play cooperatively together and provides a positive environment for learning. Overall, children are well behaved; they respond positively to praise and encouragement by staff. Any difficulties are handled sensitively and appropriately by staff.

Children have good opportunities to develop their skills for the future as they enjoy using the computer. They are confident in their computer skills and are learning about controlling the mouse and following simple programmes.

Staff have a generally good understanding of the Early Years Foundation Stage and plan an exciting range of activities to support the six areas of the curriculum. There are sound systems in place for observing children's development but systems for recording the children's next steps for learning is still developing. Although staff know the children well, the lack of recording doesn't fully support the planning processes to ensure the curriculum takes into account children's individual needs and interests.

Children are adopting healthy lifestyles as they learn about the importance of good hygiene and why it is important to wash their hands before eating. Children are provided with a substantial breakfast on arrival and can help themselves to fruit and water during the day. Children are provided with healthy and nutritious meals which are prepared daily by the cook. These take into account any children's dietary requirements. Children enthusiastically take part in weekly cooking sessions and help grow herbs in the garden which they add to their cooking.

Children are learning to take responsibility for their own safety and the safety of others and are able to move around the premises safely, confidently and independently. Children's safety is further promoted by staff's good understanding of appropriate supervision levels, both inside and outside. Children are secure and self-assured and they are able to move around the setting as they choose, spending time playing and interacting with their friends and the staff. Children take part in regular fire evacuation practices which teaches them about the importance of evacuating the setting quickly. Staff take every opportunity to reinforce road safety when they go out for walks with the children around the

community.

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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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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