

Paradise Park Children's Centre Nursery

Inspection report for early years provision

Unique reference number	EY321188
Inspection date	08/02/2011
Inspector	Catherine Greene
Setting address	Paradise Park Childrens Centre, 164 Mackenzie Road, London, N7 8SE
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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

Paradise Children's Centre Nursery is a voluntary sector nursery run by Islington Play Association. They opened in 2005. It operates from two rooms in a Children's Centre, in Islington. All children have access to an outdoor play area. The nursery is open all year round from 8am to 6pm. Children can attend a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children may attend at any one time. There are currently 50 children on roll aged from six months to five years on roll. The nursery is in receipt of funding for free early years education for children aged three and four. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employ 13 members of staff, all of whom hold appropriate early years qualifications. The manager and head of centre are qualified teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery generally meets the learning and welfare needs of individual children effectively. Overall, children are nurtured very well in an organised and child-friendly setting where interesting learning opportunities are provided for them. Staff support children's choices and have secure partnerships with parents and the community. Effective use of self-evaluation provides the setting with an understanding of where it needs to improve and so enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop staff's knowledge and understanding of extending children's vocabulary, by exploring meanings and the sounds of new words
- improve nappy changing facilities for older children to ensure that babies can play quietly without disturbance.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well and all staff know what to do if they have any concerns about a child. Adults are vetted for suitability and staff follow effective working procedures such as, only those with authorised identification are allowed into the secure nursery part of the building. Children are supported very well by

adults as they play and decide what to do. Their safety is enhanced as the setting uses effective and thorough risk assessments to reduce hazards in group rooms, the garden and when on outings. All records relating to children's health and safety are well-maintained. The premises are safe and inviting for children with many pictures, posters and informative literature to guide and support children and their parents and carers.

The nursery is in the process of revising policies and procedures which are already in place. Some policies refer to members of staff as designated persons who are no longer employed. Policies are made readily available to staff and parents, this ensures the setting is managed safely, efficiently and in children's interests at all times.

Staff have worked hard towards improving outcomes for children since the previous inspection. They have worked with expert's advice and attended various training courses, in order to increase their knowledge and understanding of the Early Years Foundation Stage framework. This has resulted in the provision of a stimulating environment where all children receive effective support to help them progress in their learning. Staff work closely as a team and make good use of self-evaluation to monitor their provision and reflect on their practice. Previous recommendations at the last inspection have also been addressed.

The staff operate an effective key person system. This is followed during planned activities, times of transition and in building close relationships with children and their parents. Management are committed to ensuring good quality care and education is provided through ongoing development and a commitment to training and qualification for all staff. The well organised structures for meetings with the staff team ensure that they are updated and consulted about changes and new initiatives. The staff deploy themselves well, moving around according to children's needs and to support children's development. Children are able to play safely and use a range of indoor equipment with confidence. They access the outdoor areas freely throughout the day. Free flow play is well developed and children are able to get out into the garden in all weathers. Group rooms are well resourced with furniture and equipment; however, as there are no nappy changing facilities in the toddler room staff currently have to use the baby room facility. This can be difficult to manage and disruptive for babies who may be enjoying quiet and calming activities.

Staff promote equality and diversity very well within the setting. Staff are well trained and supported to understand and provide for children's individual needs. Where children have additional learning needs the setting's positive approach to planning and assessment allows progress to be made. The setting has a good partnership with parents. They are provided with valuable information about the nursery. For example, they receive regular newsletters, parents meetings and daily verbal communication is highly valued, whereby parents are kept informed of children's progress. Parents have been recently provided with a forum to be fully involved in their children's assessment records and to regularly share and update information regarding their children. Parents demonstrate that they are happy with the care their children receive through discussion and parents questionnaires carried out by the nursery. In addition the setting has well established partnerships

with other settings to support children's ongoing learning and development. Communication regularly takes place between key persons and partners supporting individual children in order to share ideas and ensure a consistent approach to individual children's care and education.

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

Children arrive to find an interesting range of activities to choose from. Bright and colourful displays of children's work and photographs decorate the walls and create a stimulating backdrop for children, staff and parents. A range of resources are attractively displayed in learning areas on tables or the floor. Children are actively curious and enjoy the freedom to move around. They explore books, construction equipment, and role-play in the well-equipped home-corner. A good focus on taking the lead from the children supports them to be active learners. Staff encourage children to explore their surroundings as they uncover solutions to problems they encounter such as when things no longer work. They become very focused as they are involved in fixing programmable phones using real screwdrivers and new batteries; they are able to use simple technology in their play. During activities that challenge them such as planting and harvesting vegetables they have grown from seed, they learn to make sense of the world.

There are various opportunities for children to explore creatively, expressing their own ideas in pictures and imaginative play. Children develop mathematical concepts which are reinforced through a varied range of activities involving numbers, shapes and patterns. Children very confidently communicate with their peers and the adults present. Their understanding of writing is promoted through mark making and by using books and stories. This is an area, identified for development, in a recent action plan to improve outcomes and will be a focus for staff training and discussion.

Children's behaviour is good. They show a positive attitude to each other as they share, take turns and are encouraged to manage their own behaviour effectively. Staff act as good role models they are consistent, caring and fair in their expectations. Children of different ages have opportunities to discuss different feelings, emotions and are taught how to 'be kind' to each other. In addition children are given many opportunities to build on what they can already do and to develop their ability to communicate and concentrate. They also respond appropriately according to the activities that they are undertaking; for example, outdoor play or when sharing conversations in whole group music activities. Children enjoy making choices as they decide what they want to do. They use their time in the setting very well and show willingness to explore possibilities for themselves.

Children learn about healthy lifestyles and choices as they play and respond well to challenge that is planned into their play and learning, especially when in the garden that is designed to inspire and motivate the children. They can move freely between the indoor and outdoor areas. Children of all ages including babies play

together thoroughly enjoying their time spent outside. They explore and are physically active, using equipment that encourages physical skills, movement and coordination. Children acquire skills and abilities that are appropriate to their age and progress and these skills ensure that children are sufficiently prepared for future learning needs. The learning opportunities provided are a mixture of child-initiated and adult-led. The setting has a sound understanding of the starting points of each child and frequent observations are used to monitor the progress that children make. Staff use a variety of methods to ensure assessment is used to plan the next steps in children's learning. Staff support the individual choices made by children well, activities are creative and fun, such as colourful sand, water, interesting mixtures of jelly and painting. Children respond very well to adults and conversations are plentiful within the setting. Children talk about their portfolios and the activities they have enjoyed in the photographs presented within.

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

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