

The Minors Nursery School

Inspection report for early years provision

Unique reference number EY295790
Inspection date 07/02/2011
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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

The Minors Nursery School has been registered since September 2004. The provider of this setting is Alpha Plus Group. The premises are situated in a basement property in Notting Hill Gate in the Royal Borough of Kensington and Chelsea. Access to the provision is via steps. There are four main play rooms and an enclosed outdoor patio area.

This setting is open Monday to Friday term time only. Children attend either morning or afternoon sessions. The nursery is open from 9am to 12 noon and 1pm to 4pm. They are registered on the Early Years Register to care for a maximum of 45 children at any one time. There are currently 88 children in the early years age range on roll, some of whom attend less than five sessions. The nursery provides a service for children with English as an additional language.

There are 10 members of staff including the manager, of whom nine hold early years qualifications. There are three staff who hold Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a nurturing and stimulating environment, where their care and education needs are met comprehensively. Staff are committed and enthusiastic and are supported effectively by a dedicated management team who is passionate about meeting the needs of all children. The uniqueness of each and every child and their family is highly valued and the nursery effectively promotes inclusion across all aspects of the provision. Excellent use of self-evaluation and reflection by everyone, along with a commitment to build upon existing practice, means that the capacity to maintain continuous improvement is considerable. There are resourceful systems in place for working in partnership with parents and carers and involving them in their child's care and education.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increasing the representations of children's creativity showing how they represent their own ideas rather than adult-directed work with an 'end product'.

The effectiveness of leadership and management of the early years provision

Highly effective systems are in place to safeguard children while at the nursery. Comprehensive awareness of safeguarding issues, along with regular staff training ensures children are safe and secure. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff. Risk assessments completed for all aspects of the nursery ensure risks to children are identified and minimised. The nursery is led and managed by a highly committed management team whose passion for the well-being of children is evident throughout the nursery. Staff are extremely positive about the nursery. They feel they work well as a team sharing information and ideas on a daily basis, thus ensuring children's achievement and well-being are significant.

The manager and staff work together to identify areas for improvement through effective use of self-evaluation systems and reflection. Peer observations are ongoing to help staff develop their good practice and learn from each other. The recommendation made at the last inspection was effectively addressed and improved the outcomes for children. The manager has supported staff in raising the level of their qualifications. As a result three of the team now have Early Years Practitioner Status. Children's views and suggestions are taken on board by the setting to enhance the provision and improve the outcomes for children.

Children thrive in a stimulating environment, which is conducive to learning. It is reorganised throughout the session to make best use of the available space. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. Free-flow access to the small patio area provides children with a varied range of experiences and fresh air. The promotion of inclusion is clearly at the heart of this provision and children demonstrate a true sense of belonging. All children develop quickly in relation to their starting points. The key-person approach ensures that children and families are supported to ensure individual needs are identified and acted upon. The setting is highly committed to working in partnerships with others and takes a lead role in establishing effective working relationships. Channels of communication between local schools where many children intend to move on to are well developed. Children return for a party during their first term at 'big school' to meet up with their friends and staff. Relationships with parents and carers are highly positive. Parents have nothing but praise for the nursery and report they feel lucky that their children have a place here. They reflect that the staff team is the key strength of the nursery as they are 'very nurturing' and quickly get to know their children well. Parents feel involved in their children's learning and receive lots of verbal information about their children's well-being and learning progress. Weekly 'stay and play' sessions enable parents to become actively involved in the nursery. It provides time for children to show their parents what they enjoy doing and affords parents time to read and contribute to their children's learning journals.

A comprehensive set of policies and procedures is shared with parents and these are reviewed regularly. The manager is developing the uncollected child policy to ensure it reflects the procedure and is more explicit for staff members to use as a

working document if the need arises.

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

Children are extremely happy, relaxed and content. They make excellent progress in their learning and development in relation to their starting points. Staff are in the process of developing a 'gifted and talented' policy to ensure that they effectively support the needs of all children in their care. Planning is completed each half term and covers interesting themes and topics that successfully support all areas of learning. These plans are very flexible and change according to evaluations and observations of the children. Weekly planning is clearly displayed, however, this is a basic record/prompt of the activities. The differentiation and learning intentions are discussed amongst the staff team prior to each session so that children's individual needs are met. Each session is evaluated to inform children's profiles and influence further planning. Children's individual profiles evidence children's consistent improvements in all areas. Observations are supported with photographs and some examples of children's work. Children throughout the nursery are inquisitive learners and are highly confident. Older children confidently question what visitors are doing and happily display their skills in writing their name.

There are many excellent opportunities for children to write, for example, a group of children sit around the white board writing, using prompt cards if needed. They make written notes during play and confidently find letter shapes representing their names and those of their friends. Staff work exceptionally well with the children and enhance their experiences with questions that make them think. Children sing 'Waltzing Matilda' with gusto following their earlier topic on Australia Day. Children have access to an excellent range of information and communication technology. They use 'touch screens' to access the internet and suitable websites. They become skilful in using the mouse and manipulating programmes during weekly laptop computer sessions. Staff are making use of their digital video cameras to record exciting activities and events and are looking at ways to share these images more effectively with children. In addition, they are introducing the children to making their own films and images.

Children's creativity is enhanced by regular music sessions and through role play, acting out being police officers escorting lost persons home. There are opportunities for free drawing and art work inspired from discussion and research from topics such as cave drawings. However, the arts and craft displays around the nursery do not reflect these activities well as they primarily show adult-led activities which have an 'end product'. Children are very well behaved and cooperate well during play as they share resources and take turns. They benefit from the calm, relaxed atmosphere that can be observed in every room. Older children demonstrate through play they have a real sense of keeping themselves safe. They explain to staff members that they must not touch the pretend fire as it is hot and they will burn themselves. They make the longest fire engine they can with the construction toys and problem solve how to make the attached ladder

higher. The fire is put out with pretend hoses. Young children are taught to pick up items dropped on the floor and staff explain that people trip over the items and hurt themselves.

Children develop a good understanding of healthy lifestyles. Staff remind young children that there is healthy fruit available as well as cake to celebrate their friend's birthday. Older children understand why they should wash their hands after toileting and how eating fresh fruit and drinking water helps your body grow. A topic on health is being enhanced by a visit from a doctor who is a grandparent at the nursery. Parents are encouraged to share their cultures and beliefs with the nursery, for example, children have enjoyed Bollywood dancing as part of their Diwali celebrations. Experiences provided, resources available and interaction from staff help to ensure children develop excellent skills for the future. Children develop an understanding of sustainability through projects which introduce global warming. They are encouraged to recycle their paper and understand not to keep taps running in order to save water.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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