

Head Start Day Nursery

Inspection report for early years provision

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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

Head Start is one of three nurseries run by Head Start Day Nurseries LTD. It opened in 2010 and operates from two buildings, one of which offers care to children under two years, the other offers care to children from two years to five years. It is situated in the Crews Hill area of the London Borough of Enfield. A max of 42 children may attend the nursery at any one time. Currently, there are 24 children on roll. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. All children share access to an extremely secure, large landscaped outdoor play area. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are 12 members of permanent staff working with the children. The manager of the nursery holds a degree and has completed the Early Years Professional Status. All remaining staff hold relevant early years qualifications, the majority to a level 3 standard and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership and management are committed to ensuring that all children enjoy their activities in a very safe and inclusive environment, in which parents have great confidence. Children's individual needs are valued and met through observation, assessment and planning. The needs of Early Years Foundation Stage children are understood and all children are able to make good progress in their learning and development. This is well supported by the developing strong bonds with parents and other partnerships. The setting has systems in place and self-evaluation is developing and there is good capacity to improve as all its users are involved in the process.

What steps need to be taken to improve provision further?

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

- improve the consistency of observations undertaken and ensure all next steps are consistently maintained.

The effectiveness of leadership and management of the early years provision

The nursery has in place a comprehensive range of good quality records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. There are robust systems in place for recruiting and checking staff to ensure that they have the necessary skills and knowledge to work with

children. The staff team demonstrates a competent knowledge of safeguarding procedures and what they would do if they had concerns about children in their care. All of the staff have attended recent in-house training which has further enhanced their knowledge and understanding of safeguarding issues. Daily risk assessments are undertaken by all staff to ensure that the building is safe and secure, thus due emphasis is given to children's welfare. All records relating to children's health and safety are effectively maintained. Self-evaluation systems demonstrate that the provision is confident in identifying clear targets to bring about continuous improvement within the setting. All staff are involved in an appraisal system; this enables them to identify their individual strengths, weaknesses and training needs.

Staff effectively promote equality and diversity within the nursery. Children's awareness of the society in which they live is incorporated within the planning of activities and experiences that they enjoy while at nursery. The environment positively reflects the wider community as children access a good range of resources that helps to promote a positive approach towards diversity and inclusion. Staff are well-deployed throughout the provision, ensuring that children receive good support and access to a wide variety of resources. Children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the provision. There are good partnerships with parents who are encouraged to contribute fully in their child's learning. Parents receive comprehensive information about the educational programme, and receive regular reports on their children's achievements and progress. Discussions with parents confirm their high level of appreciation and respect for the provision, and their open door policy.

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

Staff demonstrate a sound understanding of how young children learn and develop. They plan a broad range of exciting activities and experiences which are geared around the children's individual interests and abilities. Ongoing assessments and observations map their progression and highlight their future learning opportunities. Younger children are regularly assessed and observed very well and they are making good progress towards the early learning goals. However, observations for some older children are not frequent and next steps are not always regularly maintained. Consequently, older children's learning is not fully maximised.

Outdoor play is a very strong feature of the setting. Children benefit from a very large, beautifully landscaped outdoor area that is extremely well planned. Children have access to many different experiences outside. They can paint, draw and ride around on different bikes and trikes. They can discover bugs and investigate the natural plant life, or just read in the book corner that has small seating and benches tucked away in an idyllic setting among lots of plant life. Staff skilfully utilise all these experiences to enhance children's learning. For example, there is a large vegetable garden and a large allotment plot where children are developing

an understanding of their natural environment as they help to grow produce that they can eat. Children have wonderful opportunities to develop their physical skills as they are able to climb, run, jump and generally be creative in this area. There are very good resources in the garden to promote all aspects of children's learning, including chalk boards to encourage mark-making and puzzles and construction resources to promote problem solving. Children enjoy the freedom of a fully open plan outdoor learning experience that reflects the indoor provision. Staff plan a lot of outdoor play, so children have many positive opportunities to develop their health, independence and self-care skills as they confidently move around their environment and access resources of their choice. This independence is extended at meal times as children confidently serve themselves. For example, younger and older children are provided with suitable seating at low tables, age-appropriate utensils and chairs so they can serve their own food during lunch times or pour their own drinks which will further develop their sense of responsibility.

Children's good health is promoted through a positive sickness policy, which helps to protect them from cross-infection. Staff encourage good personal hygiene as they discuss the importance of washing hands and explain to children to use a tissue when they blow their nose, due to the possible spread of germs. Children are developing a good knowledge and understanding of how to keep themselves safe, for example, they participate in regular evacuation drills of the building and learn why this is important.

Children are developing good communication, language and literacy skills. They enjoy sharing stories both in large groups and on a one-to-one level. Older children are making good progress in their mark-making skills as they write their own names and demonstrate a good knowledge of phonics. Children's knowledge and understanding of the world is promoted through successful practical activities, such as celebrating different festivals and planting vegetables in the garden. There are many opportunities for children to be creative. A broad range of mark making resources is planned for that allows children to gain confidence in using a variety of textures such as dough, shaving foam, water, sand and raw ingredients for cooking to enable them develop their practical skills, such as cutting, stirring and learning about weight, space and measure. Children confidently access an exceptionally stimulating and well resourced outside play provision. Children play purposefully in the role play area as they make imaginary cups of tea, and cook with saucepans and utensils as they prepare food for their baby dolls. Children confidently problem solve as they play with trains and talk about where they are going and how far places are. Children are encouraged to be critical thinkers as they rebuild train tracks and instruct each other to replicate the previous designs. Babies independently explore a sensory area within their own room. They enthusiastically engage within music sessions. They are excited to handle a variety of instruments and listen to the different sounds that they make. They are absorbed in listening activities, whereby they must close their eyes and guess which instrument is being played.

Children are supported to feel a strong sense of belonging within this setting. Their art work and photographs of themselves at play are attractively displayed around the building. There is a good focus on valuing children's home backgrounds and their individual cultures. Children enjoy learning about each other's differences as

they participate in creative activities that help to contribute to the bright and informative displays around the nursery. Overall, the children are developing many important learning and development skills that set secure foundations for their future learning.

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

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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