

The Northcote Gardens

Inspection report for early years provision

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Inspection date

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Inspector

ISP Inspection

Setting address

67-69 Salcott Road, LONDON, SW11 6DQ

Telephone number

02079243696

Email

laura@gardenschildcare.co.uk

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

The Northcote Gardens Nursery opened in 2010. It is part of The Gardens Childcare Limited. The nursery operates from a converted building situated in Wansworth Common in the London Borough of Wandsworth. It is open each weekday from 7.30am to 7:00pm all year round. All children share access to a secure enclosed outdoor play area.

The setting provides 64 places for children from 0 to five years and it is registered on the Early Years Register and on the compulsory part of the Childcare Register. There nursery currently has 63 children on roll. There are 27 staff employed to work with the children of whom have an early years qualification. The nursery supports a number of children with special educational needs and/or disabilities and also children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Good purposeful learning opportunities allow for children to achieve their learning goals. Effective efforts have been made to promote positive inclusive practice, for example, supporting children with special educational needs and who speak English as an additional language. Some plans are in place to address areas for improvement and identifying areas of strength and weaknesses for children's welfare and learning and development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure hours of children's attendance is recorded (Documentation) 28/02/2011

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

- ensure a risk assessment records for each type of outing include whom they are carried out by
- improve the effectiveness of self-evaluation by involving the whole staff team and parents in the process
- review how to protect children from frequent accidents and incidents review how to protect children from frequent accidents and incidents

The effectiveness of leadership and management of the early years provision

Suitable arrangements ensure that staff who have not been vetted do not have unsupervised access to the children. Staff are fully aware of issues surrounding safeguarding and protecting children and understand the procedure to follow if they have any concerns. Effective systems are in place for risk assessments for both indoors and out. However, records for outings do are not clear of whom they are carried out by. All mandatory documentation are in, place including clear recording for all accidents and incidents. Parents are responsible for recording children's arrival and departure times; however, not all have recorded children's times on collection. Therefore, this has an impact on children's welfare. This is a regulatory requirement. The majority of staff hold a valid first aid qualification, which means that they are well resourced to treat minor injuries and to respond to certain emergency situations. The nursery aims to improve the quality of children's care and education through the use of the self evaluation. This is mainly undertaken by the Early Years Professional Status manager, therefore, staff and parents have minimum input and are not fully aware of the plans for the future.

There is clear evidence that staff have a good knowledge of the Early Years Foundation Stage (EYFS) relating to children's learning and development. Children learning journey include up to date observations and assessment to plan subsequent steps in children's play opportunities, thus extending their learning and development. They are able take part in a wide range of indoor and outdoor activities. The environment, resources and staff are organised well to meet children's needs effectively and children are able to make their own choice about what they want to play with.

Parental involvement is actively supported. Parents interviewed indicate how they are happy with the quality of care and learning provided. They state that they are mainly informed about their child's welfare, however, parents evenings are organised to discuss and share details about children/s progress. Children with special educational needs are welcomed into the nursery. They receive effective one to one support through appointing additional staff. Partnership with parents and outside agencies is valued, enabling children's individual needs to be met. For example, they are fully stimulated and well motivated. Staff adapt activities and work with children in small group so they can experience a wide range of stimulating activities appropriate for their level of ability.

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

Children participate in a full range of learning opportunities both indoors and out. Activities provide a range of interesting and challenging sports, music, dance, and creative activities that involve and interest them. A balance of child initiated and staff directed activities allows for children to progress in all areas of learning. They enjoy books and listen avidly to stories. Children learn to mark make and are

taught to write letters of the alphabet. They are learning new vocabulary and staff use jolly phonics to teach children how to link letters and sounds together. Good opportunities allow for children to learn about problem solving. For example, they are able to recognise simple shapes and make towers out of large and small bricks. Children's creativity is continuously extended. They are able to express themselves through a range of mediums. They paint, draw and make collages that represent their experiences. For example, they make Valentines cards to celebrate Valentines Day. Children enjoy singing sessions and have a good repertoire of songs and action rhymes. In addition they have an outside music teacher. Good weekly planned activities help children to learn and develop. Children learn to play badminton, participate in movement and drama, and are competent when using the climbing frame. They show good co-ordination when jumping and running. Toddlers and older children move confidently and in a variety of ways. The nursery environment actively and continuously includes a wide range of things that are familiar to children and that reflect their family, ethnicity, religion and culture, as well as those of others. Staff and children are from wide diverse group. Children and staff that speak English as an additional welcome into the nursery and the range good resources, such as picture cards enable staff to communicate with the children. Children are well motivated, able to see to their personal needs such as dressing and undressing and deciding what they want to eat and have a drink. Staff encourage children to be self-disciplined and to keep themselves safe. For example, when on outings reminded to stay close to staff and that they only cross at the pelican crossing. However, records show children have frequent accidents and a few incidents with each other.

Good routines in place enable children to establish good hygiene habits. Staff monitor hand washing after toileting and before meals to avoid cross contamination. Children benefit from a healthy diet. Menu plans in place demonstrates good choice of nutritious and balanced meals. This helps children develop good eating habits.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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	3

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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