

Whizz-kids Nursery

Inspection report for early years provision

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Inspector

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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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Whizz-kids Nursery has been opened since 1999. It operates from two areas of a scout premises located, in the Mill Hill area, in the London borough of Barnet. All children have access to a secure enclosed outdoor play area.

The nursery is open each weekday from 9:30am to 3:00pm on Mondays, Tuesdays, Wednesdays and Fridays. On Thursdays 9:30am until 12:15pm term time only.

The setting is registered on the Early Years Register. A maximum of 38 children may attend the nursery at any one time. There are currently 39 children aged two to under five years, on roll, some in part time places. The nursery supports children with special educational needs and/ or disability and also supports a number of children with English as an additional language.

The nursery employs 11 members of staff. Of these, the manager is teacher qualified, one staff holds the Early Years Professional Status, seven hold appropriate early years qualifications and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with a good range of play activities, which ensures they are making very good progress in all areas of learning. The nursery successfully creates a welcoming and secure environment, where children's welfare is paramount. However, the risk assessments do not cover all aspects of the nursery, with the necessary detail. The strong emphasis on partnership with parents means that children's individual needs are met very effectively. The manager and staff are enthusiastic and fully committed to continually monitoring and evaluating their service, in order to maintain good quality childcare.

What steps need to be taken to improve provision further?

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

- Improve the record of risk assessment to include any assessments of the outdoor play area, in particular the jungle area
- display of a list of key words from children's different home languages and use this to further develop their language and communication skills

The effectiveness of leadership and management of the early years provision

Good procedures in place, to ensure that children are safeguarded at the nursery. Staff understand what to do, if they have any concerns relating to child protection. Recruitment procedures are good and all staff are vetted to ensure their suitability to work with children. Staff supervise children's activities very well and through their vigilance and explanations they help children appreciate the risks that are present in their day to day lives. The nursery organises a system of risk assessments, noting any actions to be taken to minimise potential risks on the premises. Children's needs are very well met as most of the documentation and records required for the safe and efficient management of the setting, are in place. However, the written record is not fully effective in covering every aspect of the environment that children may come into contact with during their day, particularly the outdoor jungle area.

Children's care and learning is clearly attributed to the excellent use and organisation of the resources, furniture and equipment, to fully promote their independence and choice. Staff are efficient and effective in their duties, work cohesively as a team to support each other. They make excellent use of the available resources in the nursery to create a play environment that is conducive to learning.

The leadership and management of the provision is good. Clear communication between management and the staff team means that good practice is shared and encouraged. Ongoing reflective practice enhances children's welfare and results in a highly focused and motivated staff team. The setting has a positive attitude towards ongoing improvement of the provision and their self-evaluation reflects the service provided. There is a good focus on seeking the views of others in order to ensure priorities for improvement are accurately targeted and have a positive impact on children. Equality and diversity are threaded through many activities, so that children are gaining a strong awareness of the needs of others.

Partnership with parents and carers is exceptional. Several parents commented very positively on many aspects of the nursery during the inspection. Regular two-way communication between staff and parents successfully supports children's learning and development and ensures each child's ever changing needs are effectively and continually met. Parents coffee mornings are well attended and give parents an excellent opportunity to learn about how their children develop and progress. Attractive and informative 'Learning Journeys' are maintained for children and parents are invited to contribute to these. A wide range of strategies have been adopted to help parents develop their children's learning at home. For example, parents are encouraged to carry out observations of their children at home. These are shared with staff to use and include into their focus planning for each individual child. The nursery has well-established links with other professionals, resulting in good support being available for children with special educational needs and links are fostered with other settings delivering the Early Years Foundation Stage, in order to ensure progression and continuity of learning

and care.

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

Children make good progress, in all areas of learning and development and are having lots of fun. Staff structure the day flexibly and make full use of the indoor and outdoor environment, to maximise opportunities for children's progress and enjoyment. The quality of planning for individuals is of a very high standard and it is carefully informed through regular observations of children during play. Staff progress children on effectively, in their learning, through the use of a comprehensive system of observations, reflections and planning. The system of daily planning works well, in following up children's individual interests and next steps, throughout the week. Children with additional needs are supported well, as staff thoughtfully plan activities to encourage all children to reach their full potential.

Children are very well supported by staff, who enhance their play experiences, through effective interaction. Staff are aware of children's developmental needs, knowing when to leave them to explore independently or when to engage them in conversation. Staff respond to children's interests and ask questions, to encourage their thinking. In this way children become active and creative learners. Children gain self-esteem, as they are supported and praised for their achievements. However, some children miss opportunities to fully develop their communication and language skills, as key words in their home languages are not pro-actively sought and used. Children mark make in every aspect of their play; as they write numbers, using their fingers in shaving foam, use chunky markers, to draw on large pieces of paper; make shapes using their hands in flour and use clip boards with paper and pens. Children use mathematical language as they play with cars, sing nursery rhymes, or playing football, as they kick the ball, in the goal with numbers displayed on the net, further reinforcing number recognition. In addition, children learn to recognise money; they picture object match and role play going to the shops using real coins, to buy things. As a result, this prepares them very well for the future.

Children have wonderful spaces and opportunities to be physically active. Indoors, children develop their whole body muscles, as they paint on large sheets of paper on the wall. Trays are placed on the floor to promote active use of the body as they bend down to get the paint and stand up, stretching to reach up to the wall to paint. Outdoors, in the jungle area, children swing from a rubber tyre, tied to a tree, climb up a rope ladder and use other rubber tyres, as steps to climb on, jump from and swing from low level trees branches, taking safe supervised risks.

Children listen intently during group times, as staff skilfully encourages them to reflect on past activities and experiences. Children are learning about the wider world, through exploring the environment, craft activities, stories, music and everyday discussion. A range of religious and cultural festivals are recognised and resources reflect positive images of diversity. In addition, children and staff have

great fun and laughter as they all join and sing lively action nursery rhymes and songs. Consequently, children develop a real sense of belonging in the setting and make their own positive contribution.

Children feel safe at nursery, as staff follow set routines and ensure that they are supervised when moving around the premises. Children's good health is well promoted. All staff have current first aid certificates, and are fully informed and aware of the accident and medication procedures. Hygiene procedures are thorough, to prevent the spread of infection. Children are well aware of the importance of hand washing routines, for example, before eating and after toileting. Fresh water is provided throughout the day. Children are offered a variety of healthy and nutritious fruits, and have a wide selection of interesting foods from which to choose at snack times. Free flow play, for outdoors, promotes children's good health, as they gain fresh air and exercise.

Children's behaviour is very good. Children are happy and settled and their self-esteem is very well fostered through the praise and encouragement continually given by staff.

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	1
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

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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