

# The New Alan Green Nursery

Inspection report for early years provision

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<b>Email</b>	
<b>Type of setting</b>	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 New Alan Green Nursery is run by Ealing, Hammersmith and West London College. It opened in 1990 and operates from two rooms on the college site in Barons Court in the London Borough of Hammersmith and Fulham. Children have access to a secure enclosed outdoor play area.

The nursery opens each weekday from 9am to 5pm during term time only. Children attend on part- or full-times basis. Places are allocated dependant on parental college attendance.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time. There are currently 40 children on roll in the early years age group.

The setting receives funding for three- and four-years-old. The setting is also part of the two year old funding pilot.

The nursery supports children with special education needs and /or disabilities, and also supports children who speak English as an additional language.

The nursery employs eight staff including the manager and all staff hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are provided with good levels of care and make positive progress in their learning and development. Staff provide an inclusive and welcoming service, supporting all children to participate fully in activities which meet their individual interests and developmental needs. Organisation of the day in the main is good. The setting is led by a motivated and experienced manager who embraces the process of self-evaluation and demonstrates a positive attitude towards continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop the organisation of meal times to allow opportunities for children's independence.

## **The effectiveness of leadership and management of the early years provision**

Children are protected and safeguarded as the setting has in place appropriate procedures to ensure children's safety and welfare. For example, effective robust recruitment and vetting procedures are in place and staff hold appropriate qualifications. Staff have good knowledge of safeguarding children and their roles and responsibilities in reporting concerns. Staff complete regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. The nursery has a clear, written fire evacuation procedure in place to be followed in the event of an emergency. Staff are vigilant in supervising the children in particular when the children choose to play outside or inside.

The manager and staff work together as a motivated and cohesive team as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by staff who have completed a wide range of training to ensure they have strong knowledge and understanding of their roles and responsibilities. The premises are well organised in order to meet the needs of the children and encourage their curiosity and opportunities for independent learning.

The manager and staff strive to improve their practice, consistently monitoring and evaluating the quality and standards at the setting. Regular staff and appraisal meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. Recommendations made at the last inspection have been fully addressed. Questionnaires for parents ensure they are included in the self-evaluation process and the care that is provided for their child.

The manager and staff demonstrate a clear commitment to working in partnership with parents and carers, and provide regular opportunities for them to become involved in the life of the setting. A successful key worker system ensures parents receive informed feedback about their child's day in the setting. Parents stated they found the system useful for developing relationships with staff.

Staff have successfully established links with other professionals who support the children, for example speech therapists. The setting also works closely with staff in the local authority. This in turn ensures the manager and staff are well informed and knowledgeable about childcare services locally.

Inclusion is very well promoted in the setting. All children are welcome to attend, whatever their social, cultural or religious backgrounds and effective systems are in place to gather important information about their individual care needs and routines. The nursery provides good support for children with English as an additional language. For example, they find out about key words used at home and use them effectively to communicate with the children. Furthermore, staff have developed name charts with children's names written in both English and the child's home language. This helps the children to feel settled and included. Children are provided with good opportunities to learn about diversity as the

nursery provides resources and toys which reflect positive images of the local and wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

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

Children are very happy, secure and settled in the setting. They confidently explore their environment with ease and are eager to try new experiences. For example, children are delighted as they explore and play with jelly, they discuss how the jelly feels 'sticky and wobbly'. Children are developing concentration skills and work determinedly to complete drawings and models, using their own ideas and imaginations to develop their creations. Staff work closely with the children and, by using their good knowledge of the Early Years Foundation Stage, they effectively promote all aspects of children's learning and well-being. For example, adults play alongside children in the creative area, talking with them and drawing out their learning. Planning is securely based on the children's interests and achievements, and helps to guide staff in their delivery of the curriculum. Displays of artwork throughout the setting celebrate children's creativity. For example, story boards completed by the children with staff support show how children are developing their skills of imagination and story writing.

Regular visits into the local community support children well in developing the skills and knowledge that help them make sense of the wider world. Children, for example, visit the local theatre and have a wonderful time at a local restaurant; photographs show children reading menus and enjoying a happy, social time as they eat.

Children develop an understanding of mathematical concepts such as weight and size, for example they visit a shoe shop to measure their own feet. They are very excited as they count the worms they have collected in the garden. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access key boards and phones. Children develop good listening skills that enable them to take turns in discussions and express their opinions clearly. Such skills ensure that they are well prepared for their future success. Children have fun as they sing familiar songs and listen to favourite stories such as 'We're going on a bear hunt'.

Children show a strong sense of security and belonging in the setting. They show a good understanding of the expectations of their behaviour and comply willingly with the boundaries that are in place. Photographs at low levels add to the children's feeling of belonging as they chat with their friends about the events in the picture.

Children enjoy a wide range of opportunities to play actively and to be out in the fresh air. The outdoor area is exceptionally well equipped; covered areas mean the children can play outside in all weathers. The equipment is sufficiently challenging and the choice of wheeled toys, balls and the planting areas ensure there is

something to suit all ages. Children are encouraged to understand scientific concepts such as what happens when snow is brought inside. They watch intently as the snow melts.

Children are learning how to keep themselves safe. They are gently reminded not to run in the setting. Children also remind each other how to sit carefully at the table when they are eating.

Freshly prepared snacks and meals provide children with a very good variety of healthy foods that include lots of fresh fruits and vegetables. Children enjoy a social meal time as staff sit with them and discuss the day's events. Children and staff talk about the food: 'Is it spicy?', 'Do you like spicy food?' However, organisation at this time does not allow for children's independence. Staff support children's ongoing good health by maintaining good standards of hygiene at all times.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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