

Andrew Memorial Day Nursery

Inspection report for early years provision

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137756

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24/02/2011

Inspector

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Setting address

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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

Andrew Memorial Day Nursery was registered in 1992 and it is run by a private provider. The setting operates from a church hall in Willesden in the London borough of Brent. There is access to a large main hall and a secure outdoor play area. The nursery provides a service for children from the local community. The setting is open Monday to Thursday from 8.15am to 5.30pm and Fridays from 8.15am to 12.45pm.

It is registered to care for 34 children in the early years age range and there are currently 28 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs 4 full-time staff and 5 part-time members of staff. All of whom hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both parts of the childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well and enjoy a broad range of activities that promote all areas of their learning and development well. Systems for monitoring and assessing children's progress are effective planning for children's individual next steps. Highly effective communication and information sharing with parents, carers and other professionals is in place. Ongoing evaluation enables the management and staff team to identify the strengths and weaknesses of the service and to make improvements to meet the needs of the children and their families.

What steps need to be taken to improve provision further?

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

- develop further the outdoor play area to increase play opportunities for children

The effectiveness of leadership and management of the early years provision

Robust procedures are in place to ensure that children are safeguarded in the nursery. All staff members receive safeguarding training and are fully aware of their responsibilities in protecting children. Clear written policies outline the procedures to be followed should staff have any concerns about children. These include the process to be followed should any allegations be made against staff.

Thorough systems for risk assessment are in place which includes daily checks of areas children have access to. Furthermore, individual risk assessments are completed as and when risks or hazards are identified. For example, during building work being carried out on the premises. This vigilant attitude towards children's safety further promotes their wellbeing.

There is an outstanding commitment to maintaining partnerships with parents and carers. They are offered an extensive range of written information regarding the nursery; these include notices boards, newsletters, update notices and link books. Their views are sought through regular conversations and the use of questionnaires. Parents and carers are very well informed of their child's learning and development through parent's evenings, feedback from key workers, communication books, as well as having access to their child's development file at any time. Excellent systems are in place to encourage parents to extend learning at home. For example, through the use of the link books where staff plot children's development and what activities parents can do with their child to help progress certain areas. This pro-active approach to children's continuous learning is highly beneficial to their educational progress. Parents are involved in every aspect of the setting, from helping with and attending fund raising events to coming into the setting to do talks and demonstrations with the children. The highly effective partnerships that have been established go far in promoting continuity of care for the children. The nursery links with the local primary schools and staff maintain a good relationship with teachers, which helps to promote children's transition into the school.

Staff and managers are committed to driving improvement and have in place many systems which contribute to the process of self evaluation. They use feedback from parents, questionnaires, staff appraisals and discussions at staff meetings to gauge the areas for development they must build on. They are successful in highlighting areas for improvement to bring about most significant improvement, for example, developing the outdoor area. Thus showing the capacity to maintain continuous improvement. Furthermore, staff make good use of their time when children are sleeping as they reflect on practice and review the Effective Practice information within the Early Years Foundation Stage to increase their knowledge and understanding.

All children are valued as individuals and made to feel welcome in the setting. They have access to a large range of resources reflecting positive images of diversity, including pictures and posters around the room, dolls, figures and puzzles. They have opportunities through themed activities and various fund raising events to learn about different cultures and religions. They enjoyed the international evening arranged at the nursery where children made different cultural foods and listened to the steel pan band. The fully inclusive environment allows children to be independent and make choices. All resources and play equipment is designed specifically for children, including low level storage, increasing children's self sufficiency.

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

Children are happy and express themselves confidently. They enjoy a wide variety of activities and experiences to promote their progress and development in all six areas of learning. Staff set out the environment attractively for children, making it a stimulating and interesting place to play and learn. There are many opportunities for meaningful mark making and children demonstrate impressive writing skills. This is highly praised by staff who display their work all around the environment to boost children's feelings of self worth. Staff are skilful in incorporating the different areas of learning into activities to ensure learning is continuous. For example, during the nursery's 'Growing' theme, children planted different seeds and beans, watched them grow and learnt all about what they need to grow strong. They enjoyed a trip out to their local garden centre to purchase the materials they needed and along side the plants growing, they measured themselves on the height chart and plotted their measurements on their hand prints which were put on display. Furthermore, during story and worship time, staff and children pretend to be seeds opening up after being fed water, using appropriate language such as tall, short and long. Children also helped build a model greenhouse with the help of one of the nursery's parents, they learnt how a greenhouse can help plants grow and helped sort the nails for the build. During this theme children gained wonderful insights into knowledge of the wider world, new concepts, extended vocabulary, fine and gross motor skills, and many other new skills.

Children show increasing imagination in the home corner. They enjoy getting into character as they pretend to iron and say to their friends, 'I've got to finish this before I can play!'. Staff join in with this part of children's creative development, as they wrap up dollies together and rock them to sleep. Children are learning about the way their bodies move as they dance to music and wave colourful pom poms around, they squeal with laughter as staff join in being silly as they dance to the music. Children have access to outdoor play although this is limited as the setting is currently undergoing development of the outside space. This is largely compensated by the opportunities for physical development inside. Children have access to tunnels, see saws, balance beams and wheeled toys.

Staff have a good knowledge of the Early Years Foundation Stage and implement a well balanced curriculum. Spontaneous observations are made on the children and staff use this information to mark their abilities against the development matters. Staff then transfer their assessments onto planning sheets which are used to inform weekly plans, meaning children's development is fully captured.

Children learn about and are encouraged to adopt healthy habits, they know to cover their mouths when coughing and to wash their hands before snack time, when discussing why this is important, children reply, 'so they're not dirty'. Parents are also involved in keeping the setting clean, reminders are communicated to parents about washing hands before touching anything in the setting and also to remember to send children to nursery with indoor shoes. Children also enjoy weekly 'stretch and grow' classes where they do exercises, talk about healthy eating and how to lead healthy life styles. Children are learning about safety

through first hand experiences. They have learnt about fire safety during the nursery's 'Fire' theme and were visited by the local fire brigade. Furthermore, they discuss road safety when on outings and how to cross the road safely. Children's behaviour is managed very well. Staff maintain consistent boundaries and implement the behaviour management policy effectively to ensure children have understood their actions. This process helps develop children's skills for the future.

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	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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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