

Dale Avenue Nursery

Inspection report for early years provision

Unique reference number

EY315868

Inspection date

15/03/2011

Inspector

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Setting address

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Telephone number

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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

Dale Avenue Nursery was registered in 2005 and it is run by a private provider. The group operates from a scout hall in Edgware in the London borough of Harrow. The nursery is open each week day from 9.00am to 12.00pm during term times. Children from the local and surrounding community attend for a variety of sessions. A maximum of 25 children may attend the setting at any one time. There are currently 30 children on roll and they attend various sessions. The nursery is in receipt of funding for the provision of free early education to children aged two to four. 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 four full-time staff, all of whom hold appropriate early years qualifications. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the child care register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress during their time at the nursery because the enthusiastic staff team take the time to get to know the children and their families well. It is an inclusive nursery that successfully meets the needs of children of all backgrounds and abilities. Overall, the necessary documentation is in place and children's health, safety and welfare are effectively promoted. There are successful systems in place to identify the current strengths and weaknesses of the provision and staff are very keen to continuously improve the service, for instance, by planning further learning opportunities for children's outdoor play experiences.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact and who has parental responsibility for children (Safeguarding and welfare) 29/03/2011

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

- develop further outdoor play experiences for children.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures in relation to safeguarding children are clearly understood by staff. Furthermore, children are safeguarded by robust recruitment and vetting procedures, including Criminal Record Bureau checks for all staff to ensure their suitability to work with children. All visitors to the nursery are required to sign in and out using the visitor's book; this ensures an accurate record of everyone coming into contact with the children is maintained. Recording procedures with regards to medication, accidents and children's attendance records are effective and accurately maintained. However, the setting has yet to obtain information from parents about who has legal contact and who has parental responsibility for their child and this is a specific requirement. Risk assessments are in place and as a result, potential risks are minimised to promote children's safety.

Self-evaluation is accurate and includes the views of the children, parents and staff to help identify and address areas for development. The manager ensures that priorities to improve are relevant and that appropriate action is well thought out. For example, staff meet regularly to discuss practice and are keen to further develop the outdoor area to provide a rich learning environment for the children.

Anti-discriminatory practice is embedded well throughout the nursery. Many of the children speak English as an additional language and staff are particularly skilled at helping them to develop their speaking and listening skills, and have a thorough understanding of the best ways to support bilingual learners. Good links with outside agencies provide extra support for individual children and their parents, when required.

Children benefit from the friendly exchange of information between staff and parents on arrival and collection, which provides continuity of care. Staff monitor and record children's progress in their Learning Journey and involve parents by asking them to assist in setting future learning targets for their children's education. Parent questionnaire returns and discussions with parents during the inspection demonstrate that they are happy with the nursery and the positive effect it has on their children. There are good procedures for introducing children to their future school teachers and for ensuring their smooth transition to other nurseries and primary schools.

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

The staff successfully encourage the children to eat healthily at snack time, with different fruits, vegetables, bread sticks and fresh water is provided throughout the session. Effective procedures take full account of special dietary requirements or medical needs and these ensure that children's welfare needs are fully met. Consistent routines, such as, washing hands and encouraging children to use tissues, reduces the risk of cross-infection.

Children enjoy fresh air and exercise; they show increasing physical confidence and control in their play both indoors and outside as they climb, crawl, slide and balance on apparatus. They also enjoy moving imaginatively to music and movement. Children are beginning to understand about keeping themselves safe. This is demonstrated through discussions about road safety and handling tools, such as scissors safely. The children are learning to behave well and considerately towards each other, because staff model and encourage respect and good manners.

The warm and welcoming atmosphere creates a positive environment for learning. Teaching is purposeful and focused on fulfilling the needs of every child. There is a good balance between activities chosen by the children and those led by adults. At the same time, staff are on hand to guide and encourage children to be active, independent learners. Through staff's accurate observational assessment a clear picture emerges of each child's development and interests. These form the basis of the next round of planning through which children's individual learning needs are well catered for.

Children show a keen interest in literacy activities as they look at books and begin to understand the difference between story books and 'finding out' books. They use their fingers to make marks, for instance, in sand, shaving foam and paint, which helps them to develop their early-writing skills. More able children enjoy identifying letters and their sounds during computer games. A particularly worthwhile activity is when parents and siblings are invited to write and send in letters for their child at nursery. The local postman is invited in to deliver these, and along with visits from the police, this helps children to learn about people who help us within their local community.

Staff support children's problem-solving skills through everyday activities. In the water play, children explore floating and sinking and when using rice with different spoons, funnels and containers they talk about size and capacity. During cooking activities and when making play dough, they weigh out the different ingredients.

Children enjoy dressing up and make up their own games using the range of resources in the role play area. For instance, they use real bus tickets when going on a bus journey and staff extend their learning by talking about the need to wear seat belts for their own safety. Children learn about the wider world and different cultures, for example, as they make kites for Chinese New Year. Parents are warmly invited in to the nursery, to dance with the children during Diwali celebrations, and they are encouraged to come in to read stories to the children in their home language. Children are busy having fun; they develop positive attitudes to their learning, which prepares them well 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	2

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