

Zebedee Nursery School

Inspection report for early years provision

Unique reference number

EY307253

Inspection date

24/01/2011

Inspector

Arda Halls

Setting address

Sullivan Hall, 4 Parsons Green, London, SW6 4TN

Telephone number

020 7371 9224

Email

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

Zebedee Nursery School is privately owned. It registered with Ofsted in 1992 with a change of ownership in 2004. The nursery operates from two play rooms in a church hall in Parsons Green, within the London Borough of Hammersmith & Fulham. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 9am to 3.30pm term time only. Morning sessions run from 9am to 12.10pm, and afternoon sessions run from 1.30pm to 3.30pm four days a week. All children share access to a secure enclosed outdoor play area. There are currently 31 children aged from three years to under five years on roll in the morning and 11 children aged from two to three years in the afternoon. Children come from the local community. The nursery currently supports children who speak English as an additional language. The nursery employs six staff; five of the staff including the manager, hold appropriate early years qualifications. The nursery has obtained the National Accreditation of the Quilt Quality Assurance Scheme. It subscribes to some aspects of the Montessori philosophy of education, providing lessons in French, music, computers and dance with visiting teachers each week.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children consistently smile and interact in a positive manner, effectively supported by a caring staff team who meet their individual needs overall. Effective arrangements exist to ensure children's health and safety is generally promoted well. However, not all requirements relating to documentation are fully met. Staff are well organised and have a competent understanding of the Early Years Foundation Stage. The nursery school demonstrates a good commitment to maintain ongoing improvement; regularly reflecting on their practice and participating in quality assurance schemes.

What steps need to be taken to improve provision further?

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

- ensure the daily record of the names of the children
looked after accurately shows their hours of
attendance (Documentation) 25/02/2011

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

- improve the system of risk assessment further to cover everything with which a child may come into contact
- extend children's creativity, providing further opportunities to explore and share their thoughts, ideas and feelings in more child-centred imaginative art activities.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place for identifying any child who may be at risk from abuse and staff are fully aware of their responsibilities to protect children. They regularly attend training and have clear procedures to follow if there are any concerns. Good quality recruitment and induction procedures exist. The environment is generally safe. However, not all risks to children have been identified. For example the door to the nappy changing room is constantly open. The hot water in this room is not thermostatically controlled and may be accessible to children.

Strong relationships with parents and carers contribute to successful outcomes for all children. Staff share their knowledge and expertise with parents and work hard to involve them in their child's learning and development. An open invitation into the nursery and regular questionnaires encourage parents to be actively involved and to comment on nursery practice. All parents spoken to comment how satisfied they are with the care their children receive. Staff work with parents to ensure cultural festivals and beliefs are explored and celebrated. There are consistent links with other providers to ensure information regarding children's progress and development is shared effectively.

Staff attend frequent training to improve their skills, using this knowledge to improve outcomes for children. They actively discuss the effectiveness of their planning to ensure each child's individual needs are met. Staff have an in-depth knowledge of the uniqueness of each child. They constantly identify and work towards narrowing the gap in children's levels of achievement, understanding that children have different learning styles and interests. Well-qualified staff have high expectations of what children can achieve. As a result children consistently achieve well. Observations of children are objective and are effectively used to inform the plans. Information is consistently recorded about children's starting points and assessment of what they learn is accurately recorded in their profiles. Children enjoy a stimulating environment in which resources and activities are set out attractively in colourful playrooms. Required records are mostly in place. However, the time of children's arrival and departure is not recorded accurately to confirm children's presence effectively, with some instances of recording attendance being incomplete until going home time. This means a legal requirement is not being met and could impact on children's welfare.

Self-evaluation is frequently updated by the staff team. They work together to achieve the status of a quality assurance scheme and are currently engaging in another scheme. Staff and managers enlist parents and children to evaluate how the nursery is performing. They take pride in the nursery and describe

enthusiastically how they are making effective improvements.

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

Children make good progress overall as they enjoy stimulating learning activities and a consistent level of support from staff. They freely choose from easily accessible tables of equipment and resources. Children receive constant praise, building their self-confidence and esteem. There is a broad range of creative learning experiences on offer such as sand play, free painting and jelly, which excites and stimulates children's enjoyment of learning. Art work consists of backgrounds of pre-cut shapes designed and prepared by adults. This does not promote children's cutting skills. Children print on top of the pre-cut shapes which means their creativity is not fully developed. Important steps in literacy are made as children enjoy books being read to them throughout the day. There are visual displays of letters and numbers around them and there is a good variety of games to play to increase their knowledge and understanding of the world. Children are active and mobile, taking care when walking to the garden for outdoor play. They play with hoops, balls and a hockey net; and stretch out on waterproof mats to play with small world toys. Children actively use their imaginations as they manipulate a range of dinosaurs around the garden; they eagerly await the spring bulbs they have planted along the edge of the church. Children make accurate progress in their number skills, enjoying a wide range of challenging and exciting experiences. For example, they work with Montessori equipment, count in activities and observe numbers displayed around them.

Children are enthusiastic and confident when exploring the environment. They quietly move about the room talking to their teachers and each other. Children clearly feel secure and have a sense of belonging in the setting. They demonstrate an accurate understanding of safety issues demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. Children know how to lead a healthy lifestyle and which foods are healthy. For example, children know that chocolate is not healthy, but understand they can have it as a small treat. Activities, such as making a collage from different cut-out fruits help to reinforce understanding of healthy options.

A well organised range of resources helps children understand the society in which they live. The provision is primarily a Christian nursery, but they learn extensively about the diversity of the community in which they live. Children learn acceptable ways of behaving and this helps them develop a positive view of themselves and others. Children are well behaved, considerate to one another and have strong self-esteem. They freely express their feelings, sharing with others and ask for help when they need it. Children play both independently and in small groups, developing the skills they need for their 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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