

Queensborough Community Nursery

Inspection report for early years provision

Unique reference number 135079
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Inspector Martha Darkwah

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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

Queensborough Community Childcare Centre opened in 1968. It is one of 20 nurseries run by London Early Years Foundation under a management contract for Westminster City Council.

It operates from one main room, with two additional rooms and enclosed garden area, in the basement of a block of flats in Bayswater. Children have access to a secure outdoor area. There is a ramped access from side building. The nursery provides a service for families from the local community, which includes placements funded by Social Services.

The nursery is registered for 30 children aged from 18 months to five years. There are currently a total of 48 children from 18 months to 5 years of age on roll. This includes 17 children in receipt of education funding. Children attend for a variety of sessions. The nursery supports a number of children who have English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from a speech therapist and other agencies to support the care and education of the children.

The group opens five days a week for 51 weeks of the year. Sessions are from 8.00am until 6pm.

The nursery employs eight childcare staff members of who seven hold appropriate early years qualifications. One staff member is working towards a recognized early years qualification. Additionally, the nursery employs a chef.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a particularly welcoming and child-centred environment, which ensures that they are safe, secure and very happy. Exemplary practice across areas of the nursery ensures the staff team promotes all aspects of children's learning and welfare. Staff members working with all age groups are qualified and experienced and they are devoted to the ongoing wellbeing of the children in their care. The provision for inclusive practice is excellent and the unique qualities of every child are highly valued and respected overall. The provider and staff accurately evaluate and reflect on the quality of the provision for children in the setting and the steps they take to implement improvements are effective and ongoing. Thus ensuring significant improvements are continually made to offer the highest standards of practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve visual number provision in the outdoors environment.

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded because staff members are knowledgeable of legislation to protect them. The setting has well established and strong links with the relevant agency to ensure any safeguarding concerns are dealt with promptly and in the best interest of the children. The written safeguarding policy has clear procedures to deal with allegations against staff. Members of staff have completed suitable vetting procedures and are appropriately qualified to work with children.

Rigorous risk assessment, indoors and outdoor, are carried out daily and are recorded. Children learn about safety in a well organised environment that allows them to move around safely and freely. Effective systems such as fire detectors are in place and the emergency evacuation procedure is on display. Their safety is further promoted as they participate in regular fire drills. Staff members are well deployed and closely supervise the children during activities to enable them to take risks in a safe environment.

Resources are successfully deployed indoors and outdoors to enable all the children to have free flow and see what is available and make independent choices. Children confidently carry items to other parts of the room so they can extend their play. All activities are beautifully presented on tables and on brightly coloured mats on the floor.

Resources are readily accessible and available for all the children to experience and include a wide selection of resources that promote positive images of diversity, disability and linguistic differences.

There is ample space for groups of children to work together as they build rockets using large geometric vinyl blocks, happily singing songs and count down to blast off their rockets. They knock it over and giggle excitedly in pretend blast off. Children enjoy the support they receive from staff and happily involve them in their play using challenging questions to extend their learning and promote meaningful play.

There is a great aptitude for continuous improvement; through the reflective self-evaluation; the identified areas for further improvements and secure systems in place to ensure ongoing progress. The nursery's self-evaluation is accurate and comprehensive, and is seen as an ongoing exercise. Consequently, staff members are fully informed, inspired and motivated through regular team and one to one

meetings about areas for improvements.

The provider, managers and staff are working hard to ensure that their provision is continuously improving. The management team and staff team work effectively with parents and other professionals to evaluate their work and together they identify their training needs.

The setting has very strong well established links with other agencies to seek advice and support. The effective leadership ensures staff members are sufficiently supported to do their job. The management and staff team are encouraged to attend training and recently attended curriculum planning training. As a result of the training, they have improved the way they plan learning for the different age and gender groups with a strong focus on children's interest, views and ideas.

There is a very strong emphasis on partnership with parents, and effective systems are in place to ensure they are fully informed. Staff members use the information parents provide about their children's capabilities on the initial registration and orientation form to successfully plan for their children's learning. News letters are sent out regularly the need arises and there is a notice board with excellent childcare information. Key persons pass on daily information about their key children to parents. Parents are clear systems in place to ensure parents are very much involved, monitor and contribute to their children's learning. There are effective systems to allow parents to comment on the service they receive. Parents were included in the self-evaluation process and a great variety of workshops to help them in further supporting their children's learning at home. Additionally, organized family learning and prop making workshop sessions give parents hands on opportunities to further develop intrigue and excitement of storytelling. Book and toy library systems successfully support and encourage children's to read books at home each week with their parents and carers and older siblings. Parents benefit from the book loan facility that them read interesting child care books. The inclusive practice in partnership with parents includes special events such as 'Dads behaving Dadly' outings with staff and children to local places of interest. Such events are organized to pro-actively continue to support and work with fathers. Additionally, breakfast with dad and parent workshops are organized in the setting.

Children are well behaved because they are sufficiently challenged. They are familiar with the routines and early help to prepare for the next activity. For example, they enjoy talking turns to help staff set the lunch tables. Such activities are used as extended learning opportunities to problem solve to sort, count and establish correct numbers of cutlery, cups and plates for each table. Wide-ranging policies and procedures are well maintained, confidentially stored, meet requirements and promote the children's welfare.

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

Staff members have an extensive knowledge and understanding of the early learning goals. Consequently, they plan and deliver interesting activities based on

the six areas of learning to meet the varying needs of individual children. They know the children extremely well, their ongoing areas of interest and how they learn. For example, they clearly consult with children regularly through planning meetings to obtain their ideas. This is then taken to staff curriculum planning meetings so that children's ideas thoughts can be incorporated into the process of planning. Children's learning journals reflect their ongoing excellent progress given their starting points. Effective systems successfully evaluate children's achievement, regularly monitor and identify the next learning aspect. Although there are effective systems to share the journals with parents, their comments and suggestions are not always recorded.

All areas of learning are easily identified and well resourced in this child centred environment. Children practise their writing skills in the writing area and know text have meaning. They patiently scan the books on the book shelf to find their favourite book. Staff members sit with them and read on an individual basis or to groups of children. There are lots of written words and sign actions to enable children to learn that print carries meaning. They talk excitedly about flowering daffodils planted earlier in the season. They cut some as fresh flowers to brighten the playroom. Staff members extend children's knowledge through discussion on the beauty of daffodils, as they print out the related poem by William Wordsworth. Number provision indoors is adequate however; this is not consistent in the delightful outdoor play area.

Children make excellent progress in their learning and development because parents provide information in relation to their starting points and capabilities. Staff members use the information to plan and deliver an interesting and exciting environment where all children have equal opportunity to access resources. In addition, after the settling in period, staff observe the children and complete learning priorities where they identify learning opportunities they will provide to move the children on in their learning and development. Learning activities are planned under the six areas of learning. Individual key persons ensure that observations and assessments are ongoing and they pass information to other staff.

There is excellent support for children who have additional needs and staff members have completed suitable training to support families to access the help they need. The special educational needs coordinator is very alert to the early signs of need that can lead to later difficulties in learning. Professionals such as speech therapists regularly visit the setting to carry out work with children, advice and support staff on regular basis.

Staff members are sensitive to the needs of the children and use different communication techniques to ensure all the children are involved. For example, staff members regularly use Makaton during circle time and other group activities. This way of communicating is successfully used to involve those children who have English as an additional language. Some excellent examples of inclusion are seen as all the children participate during oral story and singing sessions with successful use of props to develop known storylines without a book. The one to one sessions, visual time tables, augmented stimulating environment helps all children to follow

the routine and structure of the day.

Children develop great skills for the future as they carefully use graters in the home corner to grate real carrots and peel real onions, into cooking pots showing good concentration skills. They are inquisitive and confidently approach visitors to the setting to ask question about them and confidently share their positive experiences with them. They play well on their own and use pallet and paints to create beautiful pictures and use a range of brushes to get a desired effect.

The weekly plan provides opportunities for balanced child initiated and adult focused activities. There is much consultation with children as staff members follow their lead and spontaneous interests to support them to use the resources. For example, following children's lead in love of motor bikes, and use of open ended and thought provoking questions, children created helmets from empty cereal boxes, masking tape and straps to finish it off whilst talking about safe use of bikes. Children then build motorbikes from wooden bricks; with wheels and tyres wearing their safety helmets. They make connections and mimic the noise a motorbike makes, which leads to a conversation about different forms of transport.

Children mixed two coloured play dough creatively resulting in a marbling effect which they used as bracelets. Expressing delight when the weight of the dough changed the bracelets to look like mini hand bags as part of a creative activity.

Children adopt healthy lifestyles and enjoy the abundant opportunities they have to participate in physical activities. They have choice of in and outdoor play, free flow and climb on a gradient and slide down on the climbing frame; they enjoy running around and balancing themselves as they walk on the large stepping stones in the garden. There is ample opportunities for children to have a rest after lunch, they choose a book and sit in the delightful book corner. Staff members working with the children have up to day first aid training and those who prepare meals have food hygiene training. Very good procedures are in place to ensure children receive the correct treatment if they are ill.

Due to the excellent deployment of resources indoors and outdoors, there are extensive opportunities for children to see and use writing for a purpose, as well as effective labeling in the setting, children are making very good progress in their communication, language and literacy skills. Older children can identify their name card and attach it to the wall display. There are numerous opportunities for children to develop mark making both inside and outside. Children use mathematical language in their play. They are becoming proficient in counting and staff use mathematical language in everyday routines to support children in understanding concepts such as size and shape. However, visual number provision in the outdoors environment is not comprehensive.

Children's health needs thrive due to the outstanding practices within the nursery. They are involved in a comprehensive range of purposeful activities to promote a healthy lifestyle. The nursery provide a freshly prepared healthy and nutritious meals for their children, these are according to their individual dietary needs. Detailed health and dietary information is obtained from parents which enables staff to offer the appropriate level of care and protect children from being exposed

to foods which may affect their well-being. Additional measures in place ensure that potential human error in its application is significantly reduced. Children have access to water throughout the session and they enjoy fresh fruit after lunch. Generally good hygiene practice is consistent as the children wash their hands before meals and after using the toilet, knowing why this is necessary.

Visits to the Wetlands wild fowl sanctuary, National History museum, Broad stairs seaside, healthy walk in the local community provide very good opportunities for the children to learn about their local and wider community. The promotion of inclusive practice is very good. The celebration of festivals serves to acknowledge the uniqueness of the families which attend the setting. For example these include activities St Patrick's' day, Chinese New Year, summer fair with a focus on diversity with songs and food from different backgrounds and cultures. Parents are encouraged to spend sessions reading stories from around the world and we celebrate their festivals alongside our own. Every family has something important to offer in our nursery.

Older children eagerly volunteer to be chair person and minute taker, using their emerging skills in communication, speaking, negotiating and listening during discussions at children's planning meetings. Younger children are able to give their views and ideas about what they want to do for the following day in the setting, through the visual timetable and pictorial diary of the nursery routine and activities. They have access to as range of information technology equipment, in the listening corner and computer station.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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