

Oxford Gardens Nursery

Inspection report for early years provision

Unique reference number	EY414693
Inspection date	09/05/2011
Inspector	Helen Steven
Setting address	90 Oxford Gardens, London, W10 5UW
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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

Oxford Gardens Nursery is a privately owned bi-lingual day nursery. It was registered in October 2010 and operates from a basement below a residential building in Ladbroke Grove in the Royal borough of Kensington and Chelsea. Access to the premises is via some steps. All children share access to a secure outdoor play area.

A maximum of 47 children may attend at any one time. The nursery is open each week day between 7:30am and 6:30pm all year round, except at Christmas and for the month of August. Most children attend core days between 9am and 4pm Mondays, Tuesday's Thursdays and Fridays and 9am to 12noon on Wednesdays. The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. There are currently 30 children on roll in the Early Years Age range. The setting is not currently receiving Nursery Education Funding.

There are 10 staff who work directly with the children, of these half hold appropriate qualifications. In addition, there is a supernumerary manager. This setting follows the French teaching curriculum alongside the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at this bi-lingual nursery; they have access to a suitable range of activities within the largely safe environment, thus enabling them to make satisfactory progress in their learning. This is the nursery's first inspection since registration. The manager is currently without a deputy, but is very motivated; she has begun to evaluate the settings practice to improve the outcomes for children. The staff team are not all fully conversant with the Early Years Foundation Stage as they have been working with another curriculum. Effective relationships with parents are in place and the manager is developing links with other agencies. Overall documentation is appropriately maintained, but is not all readily available as required.

What steps need to be taken to improve provision further?

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

- ensure that records are accessible and available for inspection by Ofsted (Documentation) 09/06/2011
- ensure a named deputy is in place who is able to take charge in the absence of the manager (Suitable) 09/06/2011

people)

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

- review the door monitoring procedures at the start and end of the core day to improve safety
- strengthen staff knowledge of the learning and development requirements and ensure that they are delivered through planned purposeful play, with a balance of adult-led and child-initiated activities both inside and outdoors

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a suitable understanding of safeguarding procedures and know when to take action to protect children in their care.

Through discussion the manager describes their robust recruitment procedure. However, evidence is not readily available to demonstrate that the all suitability checks have been carried out for each and every staff member, for example, references. This is a breach of requirement. In addition there is no evidence that all persons in charge have appropriate qualifications for the role. Detailed risk assessments are in place for the premises and are carried out for outings. Overall the premises are secure, however, when the staff member on door duty moves away from the entrance area, albeit for a short period, the overall security is less vigorous.

There is a comprehensive range of policies and procedures in place that meet requirements which the staff team are working towards. All required documentation is in place. The registration certificate is currently on display in the office, the manager reports a copy will be placed in the entrance. There are systems in place to record observations of the children, and link their progress to the early years foundation stage. However, these are not fully embedded in order to support individual planning towards the Early Learning Goals for every child. Planning is recorded by some of the staff. It is not currently linked to the Early Years Foundation Stage areas of learning. In addition, these documents do not demonstrate that outdoor activities are planned sufficiently to ensure children have outdoor learning experiences across all areas of the curriculum. The manager is working with the local authority to identify strengths and weaknesses of the setting in order to improve outcomes for all children. Through discussion the manager identifies areas that the setting are looking to develop. Most children attending are from French speaking families. However, some are not, so staff utilise the skills of other children with the same home language to translate information in order that new children can communicate their needs. However, strategies such as obtaining keywords from parents, are not routinely in place to aid settling children into the nursery and giving them a sense of belonging.

The nursery is organised into rooms based on children's ages. A specific room is set aside for arts, crafts and cooking activities which children access at set times in small groups. Activities are set out for children to play with and some low level

shelving enables them to self select from a basic range of resources. There are a number of staff who hold a valid first aid certificate in order to treat children appropriately in the event of an accident. The manager is actively developing strategies to further strengthen their partnership with parents, for example, they are in the process of developing a questionnaire to seek the views of parents. Parents give positive feedback about the nursery and overall are happy with the progress their children are making. They feel that the nursery is 'fantastic' and have chosen this nursery as the education is in French as well as English. They feel the staff are very friendly and warm, and the nursery is family orientated. The manager is beginning to forge links and relationships with outside agencies and is keen to work alongside them as and when necessary to ensure children's individual needs are met.

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

Children throughout the nursery make suitable progress towards the early learning goals as staff provide a range of activities that cover the areas of learning. Overall, established children are settled well in the nursery, most are confident and have a sense of belonging. Children are being supported in learning how to behave appropriately as staff address unwanted behaviour by getting down to the children's level and talking with them. Children are introduced to the pleasure of books as they relax in the book areas and read with adults. Children spontaneously sing the 'alphabet song' prompted by viewing letters on a poster. Children's creativity is enhanced by opportunities to access a wide range of media during sessions in the arts and crafts room. They create three dimensional models, ice sculptures, textiles and painting still life. Role play areas are set out and are used by children to act out real life events. For example, young children pretend to pour milk into their cups and carry dolls around the nursery.

Children learn about different cultures as well as their own through, for example, celebrating festivals such as Chinese New Year. There are some that reflect the diversity of the local community. Children with English as an additional language are supported by their peers who speak their home language. There are opportunities for older children to access information computer technology. Children carefully 'rescue' a snail and place it in a place of safety amongst nearby plants. Children noticing a small piece of clear cellophane impulsively look through it and are fascinated by the various colours they can see. A beautiful display shows children thoroughly enjoying cooking activities. They are grating, chopping, kneading and watching in awe as syrup slowly pours off a spoon. Children problem solve as they complete puzzles and have opportunities to count during routine activities.

Children make use of the garden primarily for physical play, climbing on the tunnel, peddling the tricycles, negotiating corners and avoiding collisions. They skilfully throw and catch balls whilst standing inside a hoop. The game develops and children test their skills by throwing the ball through a number of hoops held by their friends. Currently, resources and plans for the outside environment do not

fully embrace all areas of learning and children do not have the opportunity to free-flow between the indoor and outdoor spaces. Children are taken out to a local park regularly.

Children begin to make healthy choices at meal times. Food is plentiful and staff ensure that the children's dietary needs are met. Staff talk to the children about fruit and vegetables which help them develop their knowledge of healthy eating. Children are encouraged to hand wash after toileting to develop their understanding of personal hygiene. Toilets do not have screens between them but are single gender. However, at times boys and girls use these together, which does not afford them privacy. Children have opportunities to grow plants to develop their understanding of sustainability.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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