

Pinocchio Nursery

Inspection report for early years provision

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23/05/2011

Inspector

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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*.

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Description of the setting

Pinocchio Nursery is privately owned and registered in 2006. The nursery operates from St. Cuthberts Parish Church, in West Hampstead, in the London borough of Camden. Children use a main hall and a smaller hall. An outdoor play area is accessible for children.

The nursery primarily serves children from the local community. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 49 weeks of the year. There are currently 15 children on roll. The setting is registered on the Early Years Register. The nursery employs three members of staff. All staff hold early years qualifications. The nursery receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage are making satisfactory progress in their learning and development. Partnerships with parents are suitable as staff communicate with parents to keep them informed of their child's welfare and care routines. However, parents are not yet fully involved in their child's learning and development. The provider demonstrates a sound commitment to developing systems and organisation by working in close partnership with the local early year's advisory team to identify priorities for further development, to improve outcomes for children, although they have not fully met all requirements.

What steps need to be taken to improve provision further?

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

- improve the record for risk assessments so that includes all areas used by the children and who conducted it (Documentation) 24/06/2011
- plan and organise effective systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 24/06/2011

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

- develop further the process of observation and assessment and analyse the

information to effectively plan activities which provide suitable challenges for individual children

- develop ways in which parents are effectively supported and encouraged to share, contribute, and update information to become fully involved in their child's continuous learning and development
- make all staff aware of the process to follow should they have any concerns with regard to abuse, including when the manager is not available.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting procedures are sound, in order to ensure that staff are suitable to work with children. Children are safeguarded as staff have an understanding of child protection issues. The staff are confident in their ability to recognise possible signs and symptoms of potential abuse or neglect and some have accessed relevant training. However, not all staff are fully confident in the referral procedures, if they had to take matters above the provider/manager, to fully safeguard children. Risk assessments are in place, to cover most areas of the setting and for outings. Most hazards are identified and actions taken, in order to reduce the risk to children. Generally, records, policies and procedures are in place for the safe and efficient management of the setting. However, some lack the necessary detail.

The provider is currently acting as the manager until the newly appointed manager starts her role at the setting. The provider fully acknowledges the impact of the disruption to staffing changes on the setting. Consequently, systems for the organisation and planning, in order to ensure that every child receives an enjoyable challenging learning and development experiences, are not fully effective or in place. The provider and staff have identified areas for improvement within the setting and are working closely with the local early year's advisory team in order to make improvements for outcomes for children. The provider has some capacity for continuous improvement as actions raised at the previous inspection have been addressed. For example, risk assessments are carried out to promote the welfare and safety of children. However, these do not cover all outdoor areas of the premises and not all are signed by the person carrying out the review.

The premises are organised appropriately in order to meet the needs of the children and to ensure it is safe, secure and welcoming. Children's individual needs are generally well met. Children access some resources that reflect positive images of people from different cultures. This ensures that children learn to value aspects of their lives and the diverse society in which they live. The manager has a positive attitude to forming links with other professional agencies, in order to ensure that children with additional needs receive the support required.

The setting values working in partnership with parents. Children's emotional well-being is nurtured as detailed information about their likes and dislikes when they first start, as well as any specific requirements to support their welfare and care routines, is collected from parents. Children benefit from close communication systems between parents and the setting. Staff engage in daily discussions with

the parents, keeping them informed about their care routines. However, the setting is not yet seeking parental views and sharing children's starting points and interests to contribute and update information, in order for parents to become fully involved in their child's continuous learning and assessment records. Verbal and written feedback given by parents, indicate that they find the staff warm, kind and attentive and they are happy with the care provided.

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

Children enjoy their time at nursery, arriving happy and eager to start their day. They are secure and comfortable with a stable routine that is familiar to them. Staff have a secure understanding of the Early Years Foundation Stage. Although each child has a portfolio containing observations linked to the six areas of learning and identifying their next steps for learning, the setting has yet to use this information effectively to plan suitable challenges for individual children. As a result, activities are more general than specific, for each child's developmental needs.

Children form strong attachments with staff that are caring, kind and attentive. Children develop positive relationships with their peers, as they play alongside one another. For example, staff sit and play a memory game with the children, the children share, show respect and consideration for each other as they take turns. However, simple activities, such as snack and meal times, do not take into account children's growing independence, to include them in helping with achievable tasks that contribute in developing some skills for the future. Children learn to build and construct, as they explore and investigate how tools work. For example, they play with 'small world' tools such as a workbench, where they use screwdrivers, spanners, bolts, nuts, and hammers to join and fix things together. Children have some opportunities to count, as they build towers with bricks and begin to develop mathematical terms during play and daily routines. Children enjoy mark making, as they paint and make patterns while playing with wet and dry sand, developing their early writing skills. They enjoy listening and participating in story-time. However, children do not access the book corner, independently, as the range of books on offer is limited. As a result, children miss opportunities to look at books for pleasure. Children develop their imaginative skills, as they pretend to play doctor and patient, re-enacting experiences they may have observed or experienced. Consequently, through role play opportunities, children are able to express and alleviate any fears or anxieties they may have. Children have some opportunities to promote their understanding of differences and similarities in the world they live in through the provision of some resources and activities.

Children enjoy freshly cooked meals that are healthy, well balanced and meet their individual dietary requirements. Children and staff enjoy meal times as they sit, eat and talk together, creating a lovely social atmosphere. Children have access to a fresh supply of drinking water throughout the day to keep them hydrated. Arrangements to minimise cross infection and ensure appropriate standards of hygiene are in place. Children learn about the importance of hand washing before

and after meals and using the toilet. Children have their individual sleeping mats, linen and blanket, making them comfortable at naptime. As a result, this promotes their well-being. In addition, children enjoy fresh air when playing outdoors and gaining plenty of exercise as they run, jump, ride tricycles, scooters, and play ball games with staff. This promotes a healthy lifestyle.

Children learn to keep safe as staff give gentle reminders as they play. Children also learn how to keep safe, as they practice emergency evacuations of the premises. Staff use appropriate strategies, according to the children's age and stage of development, to help them learn right from wrong. As a result, children are well behaved. Staff regularly praise and use positive language, which promotes their self-esteem and confidence.

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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