

# The Jordans Nursery School

Inspection report for early years provision

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**Unique reference number**

EY310003

**Inspection date**

05/10/2010

**Inspector**

Martha Darkwah

**Setting address**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Jordan's Nursery School opened in 2005 and is one of three privately owned nurseries. It operates from two rooms of the Holy Innocents Church in the Hammersmith area, in the London borough of Hammersmith and Fulham. Children share access to enclosed outdoor play areas. The nursery is open each weekday from 8am to 5pm for 35 weeks a year. Children can attend on a full time or part time basis from 9am to 12.15pm and 1.30pm to 4pm. The nursery provides funded early education for three- and four-year olds. A holiday play scheme operates from 9am to 4pm and after school provision is available from 2pm to 4.30pm. The nursery is registered on the Early Years Register. A maximum of 82 children may attend the nursery at any one time. There are currently 58 children on roll in the early years age group. The nursery follows the Montessori teaching method. The setting supports a number of children speaking English as an additional language. The pre-school is also registered on both the compulsory and voluntary parts of the Childcare Register. The nursery has nine core staff who have suitable early years qualifications, and four peripatetic specialist teachers for French, Drama, Dance and Music.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The principals and staff establish exceptionally efficient links with parents and carers to promote children's development and learning. Children's individual care and learning needs are vigilantly assessed and met extremely well overall. Cultural diversity is highly valued and respected and every child is making excellent progress towards the early learning goals given their starting points. The principals and staff are dedicated to maintaining very high standards of care and education in the setting and they continually strive to update and improve. The school's self-evaluation is methodical and all-inclusive and is seen as an ongoing exercise to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- obtaining written parental permission for all children to take part in outings.

## **The effectiveness of leadership and management of the early years provision**

Meticulous recruitment procedures are followed which ensures that all members of staff are checked for suitability at the time of their employment. Every member of staff has a set of policy documents, including child protection and they all undergo regular refresher training to preserve their knowledge and understanding of how to keep children safe. A wide range of policies and records promote children's welfare. Scrupulous monitoring of accident and injury records contributes to children's safety and effective risk assessments help to keep them safe in the school and on outings, although parental consent for outings is not in place for all children.

The principals, manager and staff are exceptionally well organised. The management team strongly encourages a culture of reflective practice in the setting. Regular appraisal exercises help staff to identify their strengths and areas for development. The staff team meets with staff from other settings in the group to share best practice and all recommendations for improvement made the setting influence improvements made in the other schools in the group. The principals compile action plans at end of appraisals and this forms the basis for staff development and contributes ideas for the whole school development plan. All members of staff contribute to evaluation and work closely with parents and carers and they act on advice and guidance from professionals and outside agencies. Parents are encouraged to add their ideas via a suggestion box, link to secure section within the school's website and through informal discussion. The setting is currently developing role-play experiences within the outdoor play provision. Staff show an abundant understanding of equality and diversity, ensuring that all children enjoy equal access to equipment, toys and resources, working with other professionals to support children's needs. They observe and assess children perceptively and offer support which is tailored according to individual needs including target setting and regular reviews. The school also provides additional staff to support children when required.

Parental involvement is warmly welcomed. Staff value parents' views, providing them with an excellent range of information about the nursery school and keeping them fully informed as to their children's progress. An easy to navigate website with a password secure parent's page gives additional information about aspects of care and education in the setting. Parents report that they are delighted with the social and fund raising events and their children's progress. They are warmly encouraged to be fully involved in children's learning.

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

The staff team successfully promote all aspects of children's welfare and learning and the children are making rapid and consistent progress towards the early learning goals. The staff team establish children's starting points initially, then keep

a vigilant track of progress through regular observation and assessment, which includes frequent discussion with parents which is fed into plans for future activities. In this way, the staff members know children's interests, what they are ready to tackle next. Children are strongly encouraged to be independent, active learners both indoors and outside. The staff team encourage them to take healthy exercise in dance drama, sport and outdoor play. Children learn to keep themselves safe through learning basic rules such as not running indoors and not holding scissors by the blades. They also learn to keep safe through discussion before outings and through learning to walk sensibly on the footpath behind the building and crossing the road carefully. They enjoy drinks of water with a healthy selection of fresh fruit to select themselves when they need refreshment. This allows more time for child-led activities and promotes good independent skills and social interaction. They learn to wash hands before eating and to put tissues straight into the bin after use.

Children enjoy enacting real life experiences through role-play and creative activities. They learn what happens before animal hibernate, characteristics of their natural habitat and what happens after hibernation. Other activities such as drama further explores the topic in a fun and interesting way using props to help consolidate the ideas and concepts through critical thinking stories. These focussed activities strengthen children's confidence, extend their knowledge and understanding of the wider world and enrich their vocabulary. Children in all groups make choices and decisions in their play. The very youngest children who have joined the afternoon sessions are settling well with parental support and they choose freely from the wide selection of good quality toys at their disposal. They benefit from being in a small group with sensitive, caring staff who make their introduction to school, a very happy experience.

The classroom environment is changed daily to follow the children's interests and needs. Children decide which computer programmes to use and they competently select them using the computer mouse. They compare, match and count accurately and show great prowess with memory games and in using the mouse to drag and drop the eraser on the screen. They use the computer screen for creative mark making and print out what they create with great enthusiasm. Children learn about numbers, counting, size, length and shape through carefully planned play. For example, they use the spindle box to practice and make connections between the number name and its quantity. Staff ask open ended questions to encourage the children to think beyond the obvious and they nurture language development by modelling clear speech and by introducing and explaining new words. Children can easily find their own name cards and their own labelled trays. Some children can already write their names using well formed letters. Staff place heavy emphasis on the development of children's vocabulary and understanding before moving on to the more formal aspects of literacy. A wide range of attractive books is accessible to the children and they often choose to relax on a cushion and look at a book. Activities that promote the development of children's literacy, numeracy and information technology skills contribute effectively to their future economic wellbeing.

Excellent relationships and behaviour help the children play happily in a highly inclusive setting. Children know what is expect of them, with the older ones

knowing the sensible 'golden rules' and responding extremely well to requests from staff. They are very helpful at tidy up time when they swiftly replace boxes of toys in the correct places. Above all the children enjoy their activities in the school and they are gaining independence and an enthusiasm that will serve them well in their learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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