

Blythwood Community Nursery

Inspection report for early years provision

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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

Blythwood Community Nursery Limited was registered in January 2011. It is run by a management committee made up of parents and local people. It operates from two rooms and a hall in a local community centre in Crouch Hill in the London borough of Islington. There is access to a fully enclosed outdoor area. The premises are accessible and are for the sole use of the nursery during the hours of operation.

The nursery is registered on the Early Years Register to provide care for a maximum of 28 children aged from one year to the end of the early years age group, of these not more than 14 may be under two years at any one time. There are currently 27 children on roll within this age group. The nursery is open from 8am until 6pm weekdays for 48 weeks per year. There are five full-time staff including the Manager all of whom hold relevant childcare qualifications. The manager has achieved Early Years Professional Status with a degree in Early Childhood Education. In addition there is a cook employed.

The setting currently supports a number of children with English as an additional language. The setting receives support from the Islington early years support services.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Although this is a post registration inspection, the nursery is well established. Children enjoy their time at this friendly nursery; they thrive in a safe and welcoming environment which enables them to make good progress in their learning. They are benefiting from refurbished premises, which are generally well resourced. Independence is encouraged as resources are accessible, although routine activities do not always promote autonomy. The managers are motivated and enthusiastic; along with the staff team they undertake regular training and continually reflect on their practice to improve the quality of the provision. Overall documentation is well maintained. The staff team have effective relationships with parents and strong links are in place and information is shared with other agencies so that children can receive the care they require to meet their individual needs.

What steps need to be taken to improve provision further?

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

- strengthen the risk assessment to ensure that daily safety checks lists are robust and identify who has carried out the assessment and fire drills are carried out more regularly to support children in understanding how to keep

- themselves safe in an emergency
- enrich children's role play by providing resources that support other areas of the curriculum, for example, by offering opportunities for them to write meaningfully by placing notepads by phones and supplying diaries and calendars
- develop children's independence, for example, by enabling older children to pour their own drinks at lunchtime and serve themselves, encouraging them to make healthy choices

The effectiveness of leadership and management of the early years provision

Secure awareness of safeguarding issues among staff, along with ongoing training ensures children are safe and secure. The provider has a robust recruitment procedure in place and evidence is available of this. Risk assessments are in place and daily assessments are carried out each morning to ensure the environment is safe and secure, however, staff do not always record who has undertaken the assessments to indicate accountability. Staff are in the process of changing how they attach pictures to noticeboards across the nursery and act promptly when drawing pins are noticed on the floor of the playroom from a board.

There is a comprehensive range of policies and procedures in place to ensure the smooth running of the nursery and the children's safety and well-being. Overall documentation is well maintained. The manager has recently moved office, and is in the process of organising her workspace to ensure that documentation is organised effectively. The setting has evaluated their service. In addition they are looking at additional ways to reflect on their practice effectively and have introduced rigorous monitoring activities in order to improve the outcomes for children. The manager has Early Years Professional Status and is enthusiastic about using her knowledge to build on the nursery's areas of strength to secure improvement. Children, staff and parents are all delighted that there has been renovation and decoration of the premises. This has enabled the children to freeflow between the indoor and outdoor space.

Inclusion is promoted successfully as an effective key person system is in place. Links with other agencies are well established and communication takes place regularly to support individual children to promote their achievements and well-being. There is a good partnership with parents and information is often exchanged to ensure each child's needs are met. The setting regularly asks parents and carers for their views, for example, by collating questionnaires and they use this feedback to develop the provision. There are regular meetings with key persons and newsletters focus on aspects of the Early Years Foundation Stage framework. Parents are positive in their feedback about the nursery; they feel that the nursery staff are friendly and approachable. They feel that children have lots of space and recognise that they have made improvements in the environment and resources and are delighted with this. They feel that their children have made progress, for example, in their independence, their numeracy and their communication in English. Furniture, equipment and resources are good quality and suitable for the ages of children to support their learning and development.

From mid morning children have free-flow access to a small outdoor area. The new learning environment is being developed and currently some areas, such as the home corner are not yet enhanced to reflect all areas of learning. For example, by including resources which encourage children to write.

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

Children are greeted warmly as they arrive at the nursery and settle quickly into their day. Overall the resources are accessible and staff provide a good range of activities in order to help the children to become enthusiastic learners. Generally children are able to free-flow between inside and outdoors whatever the weather, thus giving them greater choice. Weekly plans are flexible and follow observations of the children, taking into account their interests and ensuring activities support their learning needs towards the early learning goals. Staff have begun tracking children's progress to ensure that they are making good progress across all areas of learning.

Children display confidence, interacting with visitors and offering them plates of pink sand! Staff are supporting children in learning to share with each other and they explain about turn taking and respecting other children's wishes. Children are given meaningful praise from staff members who are good role models. Children share ideas as they play together acting out roles such as being an older sister telling others what they need to do whilst sitting on a bus. They multitask by pushing a buggy around the nursery whilst carrying a doll on their hip. Young children make use of the computer to develop their skills in information and communication technology, staff sit with them and help them explore what a click of the mouse can do. Older children confidently change the compact disc on the player and sing-a-long enthusiastically to unseasonal songs such as jingle bells to remind them of Christmas. Children are visibly excited to see a visiting cat who regularly frequents the nursery garden. They keenly investigate the chrysalises which they are observing to see their transformation into butterflies. This helps children understand about life cycles and changes in nature. Children's home languages are known to their keyperson and posters around the setting encourage parents to nurture their child's first language.

Children begin to develop a love of books as they sit with staff and share stories. In addition they experience regular trips to the library and select books from the nursery to take home to share with their parents. They use felt tip pens to make marks on paper, creating cards for their parent's birthday and write on the chalk boards in the garden. They zoom around the outside area negotiating space on tricycles and climb on the frame in order to whizz down the slide, through the legs of their friends. They skillfully cut paper and manipulate dough with tools. Children notice the different shapes of mirrors in the bathroom as they wash their hands and sort teddies into size and colour.

Staff commentate on why children must not run in the nursery or go under the see-saw so that they learn to ensure the safety of themselves and others. The staff

organise 'termly' fire drills but these are not regular enough to aid children to gain a sense of how to keep themselves safe in an emergency. Children benefit from plentiful healthy, nutritious snacks and lunches which are prepared by an on-site cook. Their independence is not fully encouraged during mealtimes as they are all served the foods and drinks are poured for them. Children are beginning to develop an understanding of sustainability as they recycle cartons and packets when role playing shops.

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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