

Boys & Girls Nursery

Inspection report for early years provision

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Inspector	Julie Biddle

Setting address	Cottrell Cottages, 57-65 The Broadway, Stanmore, Middlesex, HA7 4DJ
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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

Boys and Girls Nursery is one of two nurseries which are privately owned. It opened in 2010 and operates from Stanmore, in the London Borough of Harrow. The accommodation comprises of four playrooms, a kitchen, a staff room and an enclosed outdoor area.

It is open Monday to Friday from 7.00am to 7.00pm for 52 weeks of the year, not including bank holidays. The nursery is registered on the Early Years Register. A maximum of 100 children may attend at any one time. There are 135 children on roll aged from three months to five years. The nursery makes provision for children with special educational needs and/or disabilities and for those who speak English as an additional language.

There are 25 members of staff including the owner, a cook and her assistant. Of these, over half have recognised early years qualifications. They receive support from the local authority and are members of the Harrow Integrated Early Years and Community Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and thoroughly enjoy their time at the nursery. The setting's effectiveness in helping children to learn and develop is good; staff are successful in promoting children's self-esteem and encouraging their enthusiasm for learning. Overall staff make good use of the space in the nursery. An effective, positive partnership with parents, carers and other professionals enables children's individual needs to be effectively met. Successful systems for self-evaluation are used to ensure continuous improvement of the setting and staff work collaboratively with parents to evaluate the quality of the provision.

What steps need to be taken to improve provision further?

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

- develop the outdoor area to benefit all the children
- develop the range and style of books available to children

The effectiveness of leadership and management of the early years provision

The setting displays a strong commitment to keeping children safe. There are, for example, clear procedures in place to ensure that staff working directly with children are suitable. The setting has in place a robust recruitment procedure that

includes Criminal Records Bureau (CRB) checks, and a probationary period to ensure new staff work effectively with the children. In addition there is an expectation that new staff show a commitment to training. Staff have a good understanding of the safeguarding children policy and know what action to take if they were concerned for a child's well-being. Regular safeguarding training means staff are continually aware of their role in protecting children. Written risk assessments are undertaken ensure the premises, toys, equipment and activities are suitable and safe for the children attending. In addition visitors to the setting can only gain access by entry phone and are required to sign in and out. Individual skills of the staff team are used to provide a rich learning environment. Effective deployment of staff ensures that children are well supervised, which promotes the safety of the children. All areas of the setting are monitored by close circuit television allowing parents to see their children at play, visitors to be observed and the management team to observe staff at work.

The enthusiastic manager and staff work well as a team, working closely together, promoting good quality care for all the children. Staff know their roles and responsibilities well; their effective deployment allows children to make choices about their play. This in turn increases babies and older children's sense of security within the environment. The manager is committed to ensuring her staff are suitably trained and can access training throughout the year, meaning staff continue to be enthused in their work with the children. The manager has a clear commitment to the continuous improvement of the nursery. She demonstrates a good understanding of the strengths and areas for improvement and so improving outcomes for children. The staff team have been very successfully in making and sustaining improvements. For example the recommendations set at the last inspection have been fully met. Meaning staff have a comprehensive knowledge of the children as they progress through the setting.

An inclusive environment is created within the nursery meaning that children have their individual welfare needs met and that they achieve well. Children are encouraged to learn about their own culture and those of others the nursery. Resources and the celebration of special festivals support this knowledge. For example children celebrate by dressing up, cooking and creative activities. Children enjoy playing in the outdoor area however; there are limited opportunities for children to use natural resources in the garden.

Parents or carers are warmly welcomed into the nursery; staff are always available to talk to parents about their child. Staff regularly share information about their child's development and progress both formally and informally. The detailed records are available for parents to view as they wish. A welcoming reception area provides parents with information about staff, local services for children and special events such as Fathers Day. Parents are able to contribute to the setting by completing questionnaires where they speak highly of the setting and the staff commitment to their children; further more any concerns are appropriately responded to. This effective partnership keeps parents or carers informed about all aspects of their child's development and feel very much part of their child's day.

Children make good progress in their learning and development as staff have a clear understanding of the Early Years Foundation Stage requirements. The staff

record individual progress records and learning journeys for each child, detailing observations and photographs of their achievements. The information gathered is used consistently to track children's progress in all areas of learning. Children are enabled to self-select resources in this stimulating, exciting environment where they learn and develop.

The setting is highly committed to working in partnership with others and has taken the lead in establishing effective partnerships with for example many local schools. The relationship has proved to be supportive to parents or carers looking for schools and in turn aids children's transition to 'big school' There are well-established channels of communication between all partners involved with individual children which successfully promotes their learning, development and learning.

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

Staff are caring and attentive to the children's needs and focus is on supporting their play. Therefore, children are making steady progress in their development. Staff effectively support children's language and extend their thinking with challenging open-ended questions that encourage the children to think for themselves. For example, staff ask children to describe happy and sad faces. Children confidently tell and demonstrate to staff and their friends sad and happy faces.

Staff encourage children to express themselves creatively through, for example, they have a super time creating with glue, paper, and materials. Children have such fun as they paint with toothbrushes looking at the patterns they have made. Staff support is appropriate and enabling. Children draw and mark make with a variety of writing materials. For example, they thoroughly enjoy drawing with pencils and crayons. Art and craft activities help children to express their own ideas using a good range of resources and media.

There are effective systems in place to identify children's starting points. Planning, observation and assessment are successful and assist staff to support children support children. Observations help to identify the next steps in the children's learning and ensure children are actively engaged whilst in the setting.

Staff within the nursery demonstrate a very good understanding of how children's good health is promoted. Children are provided with a varied and nutritious diet that includes fresh fruit and vegetables. Topics about fruit and vegetables mean children try new tastes and learn to cook with various ingredients. Children are becoming independent at meal times as they carefully help themselves to food. Staff encourage children to practice good manners they for example wait until all children have served themselves before starting to eat, children remind their friends not to start yet. Babies and young children are extremely content and settled because their individual health physical and dietary needs are met to a suitable standard. Children's physical development is promoted as they balance,

ride bikes and peddle cars. In addition they learn skills such as icing biscuits and spreading lemon curd on bread. Babies and young children enjoy trips in the community visiting the park and using large play equipment. Children know why they wash their hands; a recent topic has helped children understand how germs spread.

Children enthusiastically join in with familiar songs and really enjoy using musical instruments and dancing to music. Children are learning about mathematical concepts as they play. Staff encourage children to understand shapes and colours in the environment. Babies in the setting show confidence as they explore their surroundings. They respond positively to the adults around them some joining in with actions songs and all smiling as staff chat to them. Low level mirrors, photographs and mobiles add to the safe environment. Babies show through their body language how they feel, they for example appear happy and secure and they snuggle with the member of staff feeding them. Babies enjoy investigating their surroundings and accessing the very suitable play resources; they pull, stretch, crawl and toddle to the toys they want. They are particularly delighted when the bubble machine fills the room with bubbles to watch and pop.

Children learn about keeping safe within the nursery. They take part in regular fire drills which ensures they learn about how to evacuate the building safely. They are also reminded about the importance of not running indoors. Children are very confident they demonstrate a strong sense of belonging, photographs of friends and family enhance this secure environment. Children know how to keep themselves safe, they for example remind their friends, not to run as they go into the garden. Children behave well, working cooperatively with each other during their play. Staff effectively maintain clear behavioural boundaries so that children know what is expected of them. Children are confident and chatty, talking about what they are doing during their play. They are encouraged to have good manners and to be kind to each other. Children are very self assured and confident as they learn and play in this busy stimulating environment.

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	1
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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