

Chiswick & Bedford Park Preparatory School Nursery

Inspection report for early years provision

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EY404789

Inspection date

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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*.

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

Chiswick and Bedford Park Preparatory School Nursery is run by a limited company. It opened in 2010 and operates from one room in a modified building. The school has been in operation since 1915. It is situated in a residential area in Chiswick in the London borough of Ealing. A maximum of 35 children may attend the nursery at anytime. The nursery is open each weekday from 8:45 to 11.45 and afternoon 12:15 to 3:15 during term time. All children share access to a secure enclosed outdoor play area. Children also use the main school play ground nearby.

There are currently 12 children on roll. The nursery is registered on the Early Years Register and the part of the Childcare Register. The nursery mainly provides for children in the local area. The nursery currently supports a number of children who speak English as an additional language. The nursery employs two members of staff all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff members establish very close links with parents and carers and together they identify children's stage of development and learning. Children's individual care and learning needs are carefully assessed and met very successfully. Cultural diversity is valued and respected well overall. Every child is making excellent progress towards the early learning goals given their starting points. The management team and the nursery staff are dedicated to maintaining high standards of care and education in the setting. They constantly strive to update and improve the provision, showing exceptional capacity 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:

- further promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and the reasons for these. Wherever possible and practical help children to learn to value aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment procedures are followed which ensures that all members of staff are checked for suitability at the time of their employment. In this small

setting staff routinely work side by side which ensures that staff are effectively monitored, supported and guided with the nurseries policies and procedures. Staff members attend regular refresher courses about first aid and child protection which helps to keep the children safe. Staff members have very good awareness of child protection issues and procedures. They know what signs or symptoms indicate that children may be ill-treated and the reporting procedures to fully safeguard children.

Management strongly encourages a culture of reflective practice in the setting. Regular appraisal exercises help staff to identify their strengths and areas for development. They are encouraged and actively supported to study for further qualifications for their own professional development and to improve the quality of the provision for children. The staff team meets with staff from the preparatory school to share best practice and influence improvements.

Staff work closely with parents and carers and they act on advice and guidance from professionals and outside agencies. They observe children closely and offer support which is tailored according to individual needs including target setting and regular reviews.

Parents report that they are delighted with the nursery and all that it provides for their children. They are particularly pleased with the outdoor play facilities where children run and play freely and enjoy music and movement and sports activities. Parents say that their children settle in happily and they leave feeling confident that the children are in very good hands. Formal and informal meetings and written reports ensure that parents are well informed about their child's ongoing progress. They also have access to their child's folder of observations and records at any time. Regular newsletters are well received and social events are very popular. Useful information is posted in the entrance area for parents. They can easily see which staff members hold positions of responsibility, their qualifications, and the name of the key person for their child as well as information about day to day events.

Scrupulous monitoring of accident and injury records contributes to children's safety and effective risk assessments help to keep them safe in the nursery and on outings.

The setting maintains comprehensive and orderly records and documents which meet requirements and help to promote children's safety and the smooth running of the nursery.

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

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 and crossing the road carefully. Children learn about excellent personal hygiene and healthy ways of eating. Staff members follow well established routines and procedures to maintain good standards of hygiene. They

are offered healthy options for snack with of a choice milk or water. A choice of fresh fruit snacks such as kiwi fruit, banana, grapes, oranges, dried fruits, apples, pears. Children help to set snack table and tidy up. They learn to wash hands before eating and to put tissues straight into the bin after use.

Staff members observe the children in all groups carefully and they note their responses to activities and then make excellent use of their notes to plan next steps for each child. A minor weakness in planning is that the multicultural activities, although worthwhile, do not fully reflect the cultures of the children attending the setting and that of the wider society to further promote positive attitudes to diversity. Staff members use photographs to record special moments to share with parents. Children in all groups make choices and decisions in their play and freely choose 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 nursery a pleasant and happy experience much to the delight of parents.

Plenty of activities that promote the development of literacy and numeracy skills together with the regular use of a modern computer, a camera and battery operated toys, contributes effectively to children's future economic wellbeing. A range of activities that promote the development of children's literacy, numeracy and information technology skills contribute effectively to their future economic wellbeing. Children learn about numbers, counting, size, length and shape through carefully planned play indoors and outdoors. They play with a range of materials to create a self portrait or broomsticks from their stories. Staff members are fully focused on the children throughout the session. They 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 in the older group 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 or use head phones to listen to stories. Many of the children are beginning to make the connection between the sounds and the shapes of letters of the alphabet. Children in all groups are gaining confidence and good social skills. They know they must share and take turns with favourite toys and equipment. 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 nursery and they are gaining independence and an enthusiasm that will serve them well in their learning. Behaviour management is a key strength in the provision. Staff members adopt a very positive stance and they help children to be considerate and to see things from different points of view.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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