

Chaston Nursery School

Inspection report for early years provision

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Inspector

Liz Corr

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.

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Description of the setting

Chaston Nursery and Pre-Preparatory School is one of two settings which are privately run. This setting was registered in 1999 and operates from purpose built premises in the NW5 area of the London Borough of Camden. There are four group rooms and three outdoor play areas. The nursery is open each week day from 8am to 6pm for 49 weeks a year.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children in the early years age group may attend at any one time. There are 70 children in the early years age group on roll, 14 children are provided with funding for early education. The setting also supports children with special educational needs and/or disabilities. The nursery employs 14 staff who work directly with the children. All staff are suitably qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is well led and managed and children are cared for by a consistent staff team. Secure relationships have been developed with parents and staff work very well in partnership with other agencies involved with individual children. Children's safety is generally very well promoted. However, storage of young children's bags has not been risk assessed. This is an inclusive environment which ensures that the needs of all children are identified and provided for. The setting is committed to making continuous improvements to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop planning for outdoor play so it is clear how children's learning is continued outdoors. Devise further ways to help parents to support their child's learning at home and share this with the setting
- improve the organisation of key person system and provide more opportunities at meal times for more able children to practise independence skills.
- update risk assessment record to include safe storage of children's bags.

The effectiveness of leadership and management of the early years provision

Well organised safeguarding systems are in place to protect children. For example, new members of staff are well informed of their responsibility to recognise and

report child protection concerns to the appropriate staff at the setting. Senior staff are well informed of how to report allegations of abuse to the appropriate agencies. Children's safety is generally very well promoted. Very secure entry systems ensure that only appropriate adults can enter the premises. Staff ensure the premises are risk assessed each day and any hazards removed. However, the storage of young children's belongings in plastic and string bags has not been risk assessed.

The setting is well led and managed and children are cared for by a consistent staff team. Staff have a positive attitude to updating their knowledge through regular training and have developed a secure relationship with their local early years service who provide advice and support. The staff at the setting are committed to making continuous improvements and have worked in partnership with the management of the setting to set achievable goals to promote positive outcomes for children. The setting is well resourced and organised so children can easily access play materials and make choices.

Secure partnerships with parents are in place including, effective communication systems which ensure that staff are well informed of children's individual needs. Regular surveys provide parents with opportunities to express their views about the service. Parents provide very positive feedback about the setting. They report that their children are very happy here. Parents appreciate the calm environment and consistent staff team which provides security for their children. They say that staff really get to know their children well and help prepare them for school.

The setting is committed to promoting an inclusive environment. Staff have good knowledge of each child's individual background and needs. They successfully identify any additional needs children may have and work in partnership with parents and other agencies to ensure children are provided with appropriate support at an early stage.

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

Children are provided with a calm and inviting learning environment. They settle well on arrival and quickly become absorbed in a range of activities. The setting is welcoming as children's art work and photographs are displayed all around the setting which helps them feel valued. Babies receive positive attention and staff ensure they are provided with useful information about their needs through daily discussions with parents. Young children benefit from good systems that support their emotional wellbeing. For example, they are provided with a consistent settling-in period where they get to know their key person. Babies benefit from this close relationship which helps them to feel secure as they begin to explore the resources and environment. However, sometimes the organisation of the key person is not as well organised. For instance, when babies are comforted by other staff who are not as familiar to them when they are upset. Younger babies are well supported as staff ensure they are provided with opportunities to develop fine and gross motor skills. Children benefit from smooth transitions as they progress to the

next age group. They spend time in their new room with their existing key person getting to know the children and new staff. There are secure systems in place for sharing information about their development so new staff can plan and help children to continue to make progress towards the early learning goals.

Children benefit from the staff's secure understanding of the Early Years Foundation Stage. Staff complete regular observations and assessments of children's development and plan activities based around their interest and abilities. Assessment records are available for parents and staff meet with parents to discuss their child's development. Records of assessments demonstrate that children are making good progress towards the early learning goals. Parents are encouraged to share their child's interests from home. However, systems to help parents to support, extend and share their child's learning with the setting are not fully developed. Children enjoy regular outdoor play where they develop useful physical skills and have some opportunities for extending their learning outdoors. However, this is not fully developed. Children's language development is supported as staff provide lots of opportunities for singing and sharing stories. Children have good opportunities for developing mark making skills as they help themselves to writing materials. Furthermore, their achievements are valued by the staff which increases their self-esteem. Older children are provided with good support to promote their thinking and understanding. For example, during role play when they pretend to go shopping, staff help them to think of items they may need to record on their shopping lists. They learn about numbers as they carefully study the numbers on their toy bank notes. Children are learning to care for their environment as they save paper and cans for recycling at the premises.

Children's good health is well promoted here as the setting is committed to helping children to understand the importance of physical exercise. Older children enjoy organised exercise sessions where they run and jump and stretch their muscles. Younger children enjoy crawling through tunnels and learning to ride three wheeled bikes. Healthy meals and snacks are provided daily. Children really enjoy their food and eat well. Meal times are generally well organised. Older children learn independence skills as they take turns to help set the table and enjoy serving their own portions. However, the younger more able children do not have the opportunity to serve themselves at lunch time.

Children develop a sense of belonging at the setting and are familiar with the daily routine. They learn how to keep safe in an emergency as they regularly practise the emergency evacuation procedure. Generally systems to prevent risks work well and children can play independently both indoors and out.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met