

Auden Place Community Nursery

Inspection report for early years provision

Unique reference number 100615
Inspection date 15/08/2011
Inspector Deborah Jane Orchard

Setting address Camden Voluntary Sector, Auden Place Nursery, 1 Auden Place, London, NW1 8NA
Telephone number 020 7586 0098
Email audenplace@btconnect.com
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

Auden Place Nursery opened in 1976. It was re-registered in 1995. The nursery is a voluntary sector provision, run by a parent committee. It operates from six rooms in a four storey building that has been adapted for use as a nursery. The nursery has access to two small secure enclosed outdoor play areas. It is situated in a residential area of Primrose Hill in the London borough of Camden and serves the local and surrounding community. It is open each week day from 7.30am to 6.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 40 children at any one time. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. There are currently 62 children within the early year's age group on roll. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

There are 18 members of staff, 16 of whom hold early year's qualifications to at least level 2. One member of staff is currently working towards an early year's qualification. In addition, the nursery employs a manager who holds a level 4 qualification and two kitchen staff. Additional sessions are offered in music, dance, drama and computing. The nursery provides weekly stay and play sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision was judged as good.

Children are extremely secure and happy in this warm and supportive environment. Overall, planning and organisation is good, providing good learning opportunities to support children in making progress in all areas of their learning and development. Highly effective engagement with parents is a particular strength of the setting, contributing significantly to children's individual needs being recognised and met. Since the last inspection, the setting has improved well and has begun to develop some outstanding features, demonstrating their capacity to maintain and drive improvements.

What steps need to be taken to improve provision further?

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

- ensure planning clearly identifies how activities promote children's next steps in their individual learning goals
- explore ways of enriching learning experiences for children outdoors

The effectiveness of leadership and management of the early years provision

Effective policies and procedures are in place to ensure children are safeguarded. A named person for child protection and effective policy are in place. Staff attend safeguarding training and complete quiz questions to refresh their knowledge, enabling them to know what steps to take if any concerns arise. Regular risk assessments are carried out for all areas of the premises and for any outings. This supports staff in being able to identify and minimise any potential hazards and ensure children remain safe.

The manager, staff and committee work effectively together, ensuring the setting runs smoothly. Overall, the setting is very well organised, although, the outside areas are not always fully utilised to provide rich learning opportunities for children outdoors. Children are able to access resources themselves, enabling them to make choices in their play. Staff are well deployed, ensuring children are well supervised and receive appropriate levels of support. All children are valued, listened to and included in the setting.

The enthusiastic team share good relationships, which contributes to the welcoming environment they provide. Effective induction, regular meetings and appraisals, means staff remain motivated and have opportunities to contribute their ideas. Regular training opportunities enable the team to develop and continuously improve outcomes for children. The setting self-evaluates the service they provide. They are able to identify their key strengths and areas they wish to develop. They use surveys, discussions and monitor daily practice to ensure standards are maintained and to extend their already good service. All recommendations made at the last inspection have now been addressed, demonstrating their ability to maintain continuous improvement.

The setting is highly effective in working with parents and carers. They offer initial home visits and an induction week, when children start at the setting. This provides an opportunity to get to know the families and discuss their child's individual needs. The parents are actively involved in the running of the setting; the nursery is run by a parent led management committee. Comprehensive information, including policies and procedures are shared with parents. Information regarding children's daily routines is fed back verbally and in writing. Parents are able to attend progress meetings, where their child's key person shares information and welcomes parents input into future plans for their child. Parents are made to feel very welcome and the staff make themselves available if parents wish to discuss any issues. Feedback from parents indicates they are delighted with the service their children receive. The setting forms good links with local schools supporting children's transitions. Staff work effectively with other agencies to support children's individual needs.

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

Children are very happy and settled in this welcoming environment. Staff have secure knowledge and understanding of the Early Years Foundation Stage, which they implement effectively. They know the children well and sensitively observe them during daily routines, which enables them to identify their individual needs and interests. However, the next steps in learning for individual children are not always fully reflected in the plans in order to maximise progress. Children's progress is recorded in their well presented individual profiles; these also include examples of their work, photos and observations made by parents.

Children have a very strong sense of belonging in the setting. They receive lots of praise and encouragement and proudly show their work, talking excitedly about things they have been making. For example, they stick their hand print pictures into their profile books and show adults the pictures they have made. Children are confident to express their needs and wishes, even the youngest children clearly indicate what they require. Staff respond positively to the children. They actively engage in their play, frequently extending their knowledge and language. For example, as children participate in mark making and creative activities, staff take the opportunity to talk about the shapes and colours they are forming. Children behave exceptionally well as they are spending their time purposefully and staff act as positive role models, talking calmly and politely.

Children are developing an understanding of the wider world as they play with a variety of resources, which help develop their awareness and respect for others. They recognise and celebrate different festivals throughout the year. Children learn about themselves and the feelings of others as they look at posters about feelings and study their faces in mirrors. Staff use makaton to support children in communicating, they consider children's individual needs and provide an inclusive service for all the children in their care. They explore how things work as they use cameras, the computer and programmable toys.

Children are inquisitive learners; babies enjoy exploring the natural resources in the treasure basket, feeling the different textures. They feel secure as they snuggle up on the rug and listen to stories. Older children are becoming skilful in forming the letters of their own names, they recognise the letters make different sounds and demonstrate their skills to adults. Children play imaginatively in the lovely areas indoors. They enjoy role play in the post office. Having fun writing letters, which they post in the letter box. This helps develop their pre-writing skills.

Children are learning how to keep themselves safe. They understand the routines and expectations of the setting and respond positively to gentle reminders from staff. They are well prepared before going on outings, enabling them to understand potential hazards and how to remain safe. They learn how to be kind to one another and understand the importance of sharing and being considerate. Children are developing a good understanding of healthy lifestyles; they have frequent opportunities to visit local parks and places of interest, such as London Zoo, for fresh air and exercise. Children have fun playing golf and using wheeled

toys in the outdoor area. Babies strengthen their large muscles as they negotiate the slope and steps on the baby gym. Children thoroughly enjoy their nutritious foods, whilst they sit at the very well presented tables for meals. They master self help skills as they serve themselves and pour their own drinks.

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	1

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	1
The extent to which children develop skills for the future	2

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