

Rooftops Nursery

Inspection report for early years provision

Unique reference number	100608
Inspection date	20/06/2011
Inspector	Emma Power
Setting address	Priestly House, Athlone Steet, Kentish Town, London, NW5 4LN
Telephone number	020 7267 7949
Email	
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rooftops Nursery was first registered in January 1994. It operates from a purpose built nursery on the fourth floor which is accessed by stairs. The nursery situated in Kentish Town, London. The nursery has three group rooms that lead out into two separate rooftop play areas. The nursery opens daily for 51 weeks of the year between 8am and 6pm. The nursery is currently registered to provide care for a maximum of 32 children in the early years age range of these, not more than 3 may be under 2 years at any one time. There are currently 35 children on roll aged between two and five years; of whom no more than three may be under the age of two years, at any one time. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities, and children who learn English as an additional language. Each member of staff has, or is working towards, a range of early years qualifications. The owner and manager receive good support and advice from advisory staff attached to the local education authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Overall Effectiveness of the provision is good

The children are cared for in a highly stimulating environment, where a dedicated staff team is committed to providing a wealth of opportunities with the excellent resources available. As a result, all children in the nursery make good progress overall in all areas of learning and development. The nursery works effectively with parents and builds good partnerships with other agencies to meet children's specific needs. Most required documentation is in place. The staff is committed to providing the best outcomes for children and evaluates practice effectively; hence, they show a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessment that meets specific legal requirements 31/07/2011
- ensure records are easily accessible and available for inspection 31/07/2011

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

- implement a system of planning that is kept on site and meets children's individual needs
- revise and implement a risk assessment that clearly identifies hazards and any actions taken.

The effectiveness of leadership and management of the early years provision

Children in the nursery are well safeguarded as staff are aware of policies and procedures. They implement them effectively. A well developed recruitment system means that all staff who have contact with children have been thoroughly vetted and engaged in an effective induction programme. Regular fire evacuation procedures are implemented and these are fully recorded. Staff undertake constant visual checks of the premises to identify risks, which they minimize effectively, so children play in safe environments. The record of risk assessment does not meet the specific legal requirement, however, but this has had no impact on children's safety. Other required documentation is in place, although children's developmental records were not available for inspection, as required, but this too has not affected the outcomes for children. The nursery environment is extremely well organised to allow staff to supervise children effectively. They make good use of a visitors signing book which keeps a record of who has visited the nursery. The staff are well supported by a dedicated manager who works alongside them in the nursery, who is committed to improving practice and encourages staff to try new ideas. Management regularly work together with the early years advisory service staff for further guidance on strengths and weaknesses. The manager is currently developing self-evaluation further to maintain ongoing development. They access opportunities available to them for staff development effectively, such as specific language training. This is implemented successfully in practice to further improve outcomes for children, especially for those who find communicating difficult.

The staff all know the children well and thoroughly value their individuality and uniqueness. The nursery embraces the cultures and backgrounds of the children. Enriching activities and inspiring resources reflect these, such as parents visiting the nursery celebrating cultural festivals. Children with additional needs are supported positively, through the nursery engaging with, and creating useful partnerships, with key agencies, so their individual requirements are met. Staff actively forge links with local schools, providing 'moving on reports' that show they are committed to supporting transitions. The nursery provides an excellent range of resources, which staff use in an innovative way to inspire and encourage learning, for example, in the outdoor area to encourage children's language development.

Parents speak very highly of the nursery concluding 'It is worth the climb up the stairs'. Staff engage parents with a friendly, welcoming atmosphere and encourage them into the nursery to be part of their children's learning. A strong 'settling in' procedure means that parents are involved from the start. They provide use information about their children so starting points are established and spend time in the nursery. Regular reports keep parents thoroughly informed as to their

children's progress. Staff seek parents' views on the nursery, which result in improved links with home, such as through the provision of useful 'activity packs'.

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

Children thoroughly enjoy themselves at the nursery. They build strong relationships with the staff and the other children around them. Staff interact with the children effectively, consistently getting down to a child's level and valuing a children's contributions. The nursery implements an effective 'settling in' procedure which fosters a strong sense of belonging. This enables the children to become confident, independent and inquisitive learners. The nursery environment is exceptionally well organised to enrich children's play. Children have unlimited access to resources that are thoughtfully organised into areas that inspire and motivate children's learning through play, such as home corners, a workshop area and places to 'hide'. Resources are all at a child's height labeled with text and pictures, children are actively encouraged to independently select and tidy away the items they have played with. Staff plan activities weekly to support all areas of learning and development and children make good progress in relationship to their starting points. A focused system of observations means staff monitor children's progress effectively. It is a collection of children's work and photos that create a useful portfolio; however, planning is not fully informed by children's individual interests.

The children behave well and showing care and consideration for others. They join in with exciting activities such as large construction play and are supported to share resources. Staff are calm and consistent offering appropriate explanations. Children follow these examples in learning to manage their own behaviour. Children's access to a wide range of challenging resources helps develop their skills for the future well. Children have excellent opportunities to recognise letters and their names, including on displays and where they hang their coats. Early writing materials are readily available and staff provide excellent activities for children to create letters and their own displays. Children use mathematical language in their play counting hats and discussing size when playing with the sand. They thoroughly enjoy and all participate in songs that encourage counting such as 'five peas in a pod'. Resources that support information and communications technology are readily available throughout the nursery, such as digital cameras, a laptop and metal detectors that support children in acquiring more skills for the future.

Children adopt healthy lifestyles well through two well-resourced outside areas that are in constant use as long as weather permits. Children engage in physical play on climbing frames, bikes, and scooters, benefiting from fresh air and developing body control as they do so. The nursery environment is vibrant, bright and airy, so is inviting to children. It is clean and hygienic, so prevents cross-infection. Children independently engage in hand washing when coming in from the outside area. An onsite cook prepares a nutritious cooked lunch. Children self serve their lunch and staff sit and eat with them using this time effectively to encourage stimulating

conversations. This in turn has a significant positive impact on children's language development. Children feel safe and know how to keep themselves safe. They discuss how to use scissors safely and remind each other when playing outside of being careful not to 'jump too high'. Staff encourage awareness of safety very well communicating clear guidance and boundaries. Regular evacuation procedures mean that children know how to keep themselves in an emergency.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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