

# Aberdeen Park Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	131659
<b>Inspection date</b>	24/05/2011
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<b>Type of setting</b>	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**

Aberdeen Park Nursery opened in 1973 and is managed by a committee. It operates from the ground and first floor of a large Victorian house which has just been fully refurbished to provide an accessible learning environment for children. The nursery is in the Highbury area of North London. Children have access to a large playroom on the first floor which has direct access to the garden. Babies under the age of two years are mainly catered for on the ground floor with access to their own garden area. The nursery serves the local and wider community. The provision is open each weekday from 8.00 am to 6.00 pm for 48 weeks of the year.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 35 children at any one time. The nursery provides funded early education for three and four-year-olds and they are part of the pilot scheme offering funding for children aged two years. There are currently 44 children aged from 12 months to four years on roll. The nursery currently supports a number of children with English as an additional language and children with special educational needs and/or disabilities. There are nine members of permanent staff working with the children. The manager holds a Diploma in Pre-school learning alongside a level 4 qualification in leadership and management. All other staff hold relevant early years qualifications and one member of staff has just completed the Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Aberdeen Park provides a welcoming child focused learning environment where due attention is given to meeting children's individual needs. Children's welfare is promoted through a comprehensive range of policies and procedures, which generally help to keep them safeguarded. Children are supported to make good progress overall in their learning and development. The successful partnerships that have been established with both parents and outside professionals, ensure that children receive an integrated approach towards both their care and learning needs within the provision. The manager and her staff team demonstrate an enthusiastic approach towards implementing improved outcomes for children; this can be demonstrated by their good progress in addressing recommendations that were raised at their last inspection.

## **What steps need to be taken to improve provision further?**

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare).

11/06/2011

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

- improve the consistency of observation and assessment systems so that all children's learning and progression is regularly assessed.

## **The effectiveness of leadership and management of the early years provision**

The nursery has comprehensive records, policies and procedures in place, providing a good framework overall for staff to base their practice. There are robust recruitment, vetting, and induction procedures in place to ensure that staff are experienced and suitable to work within their roles. Children are effectively safeguarded, as staff are confident in their knowledge of procedures to follow should they have any concerns regarding children in their care. All staff are responsible in ensuring that children are cared for in a safe and secure environment, this is supported through continual risk assessments of all areas that are utilised by children. However, the provision has not ensured that written permission for emergency medical treatment and advice is in place for all children. The nursery was proactive in initiating this during the inspection. The provider has failed to notify Ofsted of a significant event which involved a full evacuation of the premises due to health and safety issues. Nevertheless, this event did not have any significant impact on the high level of care all children receive as the provision dealt with the situation efficiently and safely. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute for the failure to notify on this occasion.

The staff team organise a stimulating, accessible and inclusive learning environment for children. Staff promote children's independence as they encourage them to make choices from the good quality resources and experiences available to them. Children are happy and content within their environment, as they receive high levels of care and support because staff are effectively deployed within the provision. The nursery environment positively reflects the wider community as resources and activities positively promote diversity and inclusion. Children requiring additional support have their needs effectively met as staff work closely with both parents and outside agencies to promote appropriate and meaningful learning opportunities. There are good systems in place to work in partnership with local schools; this in turn supports children to experience a smooth transition from nursery to school. Discussions with parents demonstrate that they are very happy with the care and learning opportunities offered to their children. They value the child centred ethos of the provision and feel that staff communicate with them well.

The nursery team demonstrate a strong commitment to promoting improved outcomes for children. Staff feel well supported by the management team, they

demonstrate that they are happy and motivated in their roles, consequently there is very little staff turn-over within this provision. Self-evaluation is a strong focus within the nursery, as all staff and parents are involved in suggesting ways of improving practices. For example, following suggestions in recent parental questionnaires, the staff team has developed new systems to support parent's involvement within their children's learning and they are also now buying more organic foods at parent's request. Since their last inspection the nursery has improved on many aspects of their documentation, including their planning and observation systems, although they acknowledge that staff need more time to manage these consistently for all children. Overall, the nursery staff team demonstrate a shared vision in improving the quality of provision offered to both children and parents.

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

The staff team plan and deliver a broad range of learning and development opportunities for children, both in and out of doors. Planning systems give due focus to promoting children's individual interests and abilities. All children have a key person who is responsible for maintaining observations of their progress, which then feeds into weekly plans. Although at present the regularity of some observations are not consistent within the nursery as a whole. Overall, children are happy and busy as they initiate their own play and move freely between the indoor and outdoor play environments. Children also benefit from specialist teachers who are employed to teach sports and music within the provision. These well-planned sessions are thoroughly enjoyed by the children.

Children are developing many valuable self-care skills as they visit the bathrooms independently and help themselves to drinks of water when they are thirsty. They have good opportunities to learn about each other and to value their differences. The nursery environment positively reflects the wider community as resources and activities positively promote diversity and inclusion. Children's communication, language and literacy skills are effectively promoted throughout the provision as all children including babies enjoy sharing books, making marks and conversing in a variety of different ways. Children's concepts of numbers and problem solving skills are promoted through a broad range of experiences as well as through impromptu opportunities to consolidate their understanding of how to count and use numbers in their play. For example, as children discuss how old they are, staff encourage them to think how old they will be next year and then in two years time. Children enjoy these challenges as they use their fingers to help them solve these problems.

Children are developing a successful knowledge and understanding of the natural world around them as they participate in planting and growing activities in the garden. They learn how to grow vegetables and then have the pleasure of picking these and eating them. Children enjoy a full range of creative experiences as they help to make camps in the garden, play bare feet in rain puddles and play extensively in the sit-in sandpit. Babies are excited to explore musical instruments

as they move their bodies in appreciation to the sounds that they make. Children's physical development is promoted through fantastic opportunities to climb, run and be active in their large garden. This also supports their overall health.

Children's health, safety and overall well-being is promoted through many sound practices and procedures within the provision. They are offered healthy meals and snacks, which support their overall good health. Children enjoy being active alongside opportunities to rest comfortably during the day. Children are proactive in taking care of their own personal hygiene as they wash their hands at appropriate times during the day. They handle themselves safely and responsibly as staff teach them to understand the risks associated with various daily tasks, for example, climbing the steps leading up to the play house in the garden. Children demonstrate that they feel safe and secure as they respond positively to the warm interaction they receive from staff. Overall, children are very well behaved they have established strong and secure relationships with the staff team and their peers. Consequently, children are developing many valuable learning and development skills which help to set secure foundations for their future learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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