

Hendon Campus Nursery

Inspection report for early years provision

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Inspector	Caren Carpenter
Setting address	The Burroughs, Hendon, London, NW4 4BT
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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

Hendon Campus Nursery is one of two nurseries run by Middlesex University. It was registered in 1995 and operates from a purpose built premises on the university campus in Hendon within the London borough of Barnet. Children have the use of four playrooms. There are two secure outdoor play areas, one of which is covered for all year round use.

The nursery is registered for a maximum of 70 children from three months to five years. There are currently 64 children in the early years age group on roll. Places are predominantly for the children of staff and students of the Middlesex University, but there are places available for local residents.

The nursery is open from each weekday from 8am to 6pm. It operates for 48 weeks of the year; a smaller service is offered during the university holidays. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 staff including the manager, 17 of whom hold early years qualifications. The head of Early Years holds Early Years Professional Status and Bachelor of Arts in Early Childhood Education. Two members of staff hold the Early Childhood Studies Foundation Degree. The nursery is part of the Barnet Early Years Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hendon Campus Nursery school provides an inclusive and stimulating environment where children learn and develop through play. Effective partnerships with parents and other settings ensure information relating to individual children's progress and needs is shared successfully. Good reflective practice clearly identifies areas for continued progression, which results in well-targeted and sustained improvement. For example, the manager is keen and committed to developing further the system for effectively assessing children's progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- practise regular fire drills to ensure that children become familiar with the fire evacuation procedure
- improve the organisation of lunch times to enhance and extend children's social skills and learning opportunities
- develop further systems for assessing the progress that children make

effectively and consistently towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Staff have good knowledge of safeguarding children and their roles and responsibilities in reporting concerns. Robust systems are in place to ensure the suitability of the staff and there are very effective induction arrangements in place for new staff. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the nursery. However, fire drill practices are not carried out regularly to ensure that children and staff become fully familiar with the fire evacuation procedure.

The management team aspires to provide high quality childcare and regularly reflects on the practice within the nursery. This ensures continuous improvement is sustained and further enhances a nursery that already meets the needs of all the children successfully. Good improvements have been made since the last inspection. For example, children's safety is promoted because the nursery ensures that cleaning equipment does not pose a hazard to their safety; children have good access to a quality range of books which they select independently. There is a good supportive management structure in place. This results in effective teamwork. The staff work efficiently together with their key worker groups which ensures a consistent and flexible approach for children and their parents. Staff are suitably deployed and good quality resources are freely accessible, helping children to make independent choices. Staff have a strong commitment to continual professional development. For example, they have attended training in communicating friendly spaces and use the knowledge gained to create enclosed spaces within the nursery to further develop children's speaking and listening and skills. All policies and procedures are clearly written and are an effective aid to staff in their daily practice to support children's welfare.

The nursery practice is fully inclusive and all children are valued and treated with equal concern. For example, staff work well with the Area Special Educational Needs team to develop and monitor individual educational plans to ensure that children with special educational needs and/or disabilities benefit from a very positive and rewarding experience. In addition, children receive ongoing one to one support from staff that have appropriate experience and skills to ensure their individual needs are successfully met. Equality and diversity are threaded through many activities, so that children are gaining a strong awareness of the needs of others. For example, in the entrance an eye-catching display of the world map links children's photographs to the part of the world their parents come from and what languages they speak. As a result, children feel included and valued.

Partnerships with parents are good. Positive links are established with parents in supporting children's individual needs. Staff ensure that parents provide detailed written information about their children's individual needs; this leads to effective continuity of care. Parents receive a range of useful information about all aspects of the nursery at the admission stage. Parents are provided with regular

newsletters to keep them well informed about future plans and events. Parents are closely consulted on their children's development and are invited to regular meetings to meet with staff to discuss their children's achievements. Parental support for the nursery is strong and parents spoken to at the time of the inspection speak highly of the provision. The nursery have established links with the local children's centre and local schools and transitional achievement profiles are shared effectively to ensure continued progression of children's care, learning and development and to support children's transition to school.

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

Children are well cared for in a well organised learning environment and an effective key-person system ensures that they receive support to achieve good outcomes. Staff have a good understanding of the Early Years Foundation Stage, which is reflected in their practice.

Children thrive because they receive individual care from a qualified team of staff who bring a high level of knowledge and experience to their work. The planning of the learning environment is linked to the six areas of learning and enables children to play freely and spontaneously. Children's development is well supported through ongoing observations, which lead to planning around their interest, at times focused through adult input to specific areas of learning. Observations, planning and assessment are in place and are developing; however, they do not always consistently and effectively link to the outcomes of the early learning goals. Each child has a record of achievement folder that is always accessible to their parents, and is written in a way which gives complete ownership to the child. This includes photographic evidence of their work and clearly shows their progression during their time at the nursery.

Babies play with a quality range of toys and have access to experiences that promote the development of their senses. For example, they explore and investigate a wide range of natural resources, responding to what they see, smell, touch and feel. In addition, staff provide cosy spaces in the room, with photographs of their families on display at their level to help babies feel safe and secure. Staff ensure that the daily routine is effectively planned according to their individual needs and at their own pace. As a result, babies are happy and content.

Staff provide very good support and spend quality time supporting and extending children's play and learning experiences during a range of interesting activities. For example, children select their chosen reading material from a quality range of books in the cosy and comfortable book area.

Children have good access to use information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being. Children have good opportunities to learn about how plants grow and enjoy planting daffodil bulbs, herbs and green beans which they help to

water and look after. Children are developing a good understanding of the importance of taking care of their environment. For example, they are recycling various materials in the nursery, such as plastic bottles, paper and cards.

Children are developing a good understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet. Nappy changing procedures are thorough, which helps to reduce the spread of infection. Children are encouraged to develop a healthy lifestyle through the provision of healthy and nutritious meals and snacks that support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits for snacks and freshly prepared meals such quorn, green peas and pasta. However, the organisation of lunchtime results in some missed learning opportunities to enhance children's social skills. Children recognise when they are thirsty and help themselves to fresh drinking water. Children take part in a wide range of activities that enhance their physical development, for example, they enjoy their time in the garden as they confidently use a range of outdoor play equipment where they practise their large physical skills.

Children are encouraged to learn about safety issues and how to keep themselves safe as they explore their environment, taking safe risks with close supervision of staff. Children are well behaved because they are actively engaged in the interesting activities provided which are aimed at their individual interests. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff.

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