

# Chaston Nursery School

Inspection report for early years provision

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<b>Inspection date</b>	06/10/2011
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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**

Chaston Nursery was registered in 1994. It is privately owned, and serves the local and wider community. The purpose-built premises comprise; entrance hall, baby room for children aged three to 16 months, two rooms for children aged 16 months to two years and a large playroom for the children over two years old. There is a fully enclosed outdoor play area. Access for wheelchair users is available.

The nursery is registered for a maximum of 48 children under 8 years, of these 48 may be in the early years age group. There are currently 50 children in the early years age group on roll. The nursery provides full and part-time places. The nursery is open each week day from 8.00am to 6.00pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery supports children with special education needs and/or disabilities and children who speak English as an additional language. The nursery employs 13 members of staff including the manager and deputy. 12 staff hold early years qualifications. The nursery employs a cook.

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

Overall the quality of the provision is good.

Children make outstanding progress in their learning and development because the nursery provides a caring and nurturing environment where children feel included, safe and secure. Staff work exceptionally well in partnership with parents to ensure that their children's individual needs are successfully met. Generally children's good health is promoted. The manager has a clear vision for the continuous development of the nursery and is working effectively with staff and parents to improve outcomes for children.

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

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

- promote the good health of the children further by improving hygiene during nappy changing routines.

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

Staff have a good understanding of safeguarding children. They are aware of their responsibility to report any concerns and are familiar with the procedures should

an allegation be made against a member of staff. Effective, robust systems are in place to ensure the suitability of the staff and there are very effective induction arrangements for new staff. Staff show a commitment to training to ensure that children are well cared for by qualified and experienced adults. Children's safety and security is given high priority. Good quality risk assessments ensure effective actions are taken to eliminate risks.

All staff contribute to an ongoing evaluation of the effectiveness of the nursery and this is further aided with valued suggestions and support from parents. This identifies areas for improvement and helps in implementing changes. This open self-reflecting approach ensures children are happy and thrive in a stimulating, well planned environment. Recommendations set at the last inspection have been met successfully. For example, a fire evacuation procedure is on display for parents and visitors. Staff have attended training to update their knowledge and understanding of managing children's behaviour in a manner that is appropriate for their stage of development.

The premises are extremely well organised in order to meet the needs of the children and to ensure it is safe, secure and welcoming. All policies and procedures are clearly written and are an effective aid to staff in their daily practice to support children's welfare. Fantastic resources are deployed successfully to enable children to make outstanding progress in their learning and development. Staffing arrangements ensure children have continuity with a key person monitoring their progress as well as benefiting from a high ratio of staff to children. In addition, babies follow their home routines as far as possible because parents provide staff with very detailed information about all aspects of their development.

Inclusive practice is well promoted in the nursery. Staff understand the importance of developing partnerships with others to benefit the children, such as seeking appropriate support from other professional agencies to ensure that children benefit from a positive and rewarding experience. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities; helping to ensure that they feel valued and have a sense of belonging. In addition, the staff encourage families to contribute their expertise and ideas when celebrating a variety of cultural festivals

Partnership with parents is outstanding. Parents are fully valued as partners and are confident in the ability of staff to meet the individual needs of their children. The nursery values parents and carers comments and seeks their views through parents' questionnaires. They act on their suggestion to improve the care and learning experiences for the children. Parents have superb opportunities to become involved in social events and contribute to their children's learning. They are encouraged to spend time at the nursery to participate in a variety of activities such as reading stories to the children. Parents are highly committed to extending their children's learning and development at home. For example, they take pictures and record observations of their children participating in a variety of activities at home which staff use to inform future planning for the children's learning and development. The nursery have established links with the local children's centre and local schools and transitional achievements profiles are shared effectively to

ensure continued progression of children's care, learning and development..

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

Children make outstanding progress towards the early learning goals and thoroughly enjoy their time in the nursery. Staff have an excellent understanding of the Early Years Foundation Stage, which is reflected in the practice. The highly skilled and enthusiastic staff know the children very well and are able to anticipate their needs. Individual children's needs are successfully met because the key person spends time recording written observations along with photographs of the children's interests and achievements. These observations are used superbly well to identify children's starting points and to plan future learning opportunities. Plans are clearly written, detailed and regularly reviewed to ensure an excellent balance of adult-led and child-initiated activities. Staff successfully plan and provide a very interesting range of activities that captures children's interest well. Activities are adapted exceptionally well and staff clearly understands the next steps in children's learning. Each child has a learning journey folder that is always accessible to their parents, which is sensitively written in a way which gives complete ownerships to the child. This includes attractive photographic evidence of their work and clearly shows their progression during their time at the nursery.

Babies play with an excellent range of toys and experiences that promote the development of their senses. For example, they have a wonderful time exploring an excellent range of objects in treasure baskets as they touch, feel and hear. Staff spend quality time playing and responding effectively to babies' individual needs. Sleeping and changing routines for the babies are carefully recorded. Staff ensure that the daily routine is planned according to their individual needs and at their own pace. As a result, babies are very happy and feel secure.

Children are successfully developing their early writing skills. They have excellent opportunities to write for different purposes and have extremely good access to a range of writing resources which they select independently. Children enjoy participating and contributing in story sessions. They have excellent access to wide range of quality books which they choose independently in the attractive and cosy book area. Children have excellent opportunities to use new technology to support their learning, this helps children to develop skills that contribute to their future economic well-being. Children also have excellent opportunities to investigate, explore and observe living creatures in the garden. Children are making excellent progress in their problem solving and numeracy Skills. For example, during outdoor play a small group of children excitedly work together to design and build a road with large wooden bricks. They show their delight and excitement as they drive trucks and lorries on the road. In addition, children are learning exceptionally well to sort, match and compare during many practical activities.

Children are developing a good understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet. Although nappy changing procedures are in place, there are times when staff do not

effectively follow the procedure to help to reduce the spread of infection. Carefully planned menus ensure children are provided with a balanced diet, which also takes into consideration their likes, dislikes and any specific dietary needs. For example, they enjoy eating a selection of fresh fruits for snacks and freshly prepared meals such as; mash potatoes, meatballs, couscous and a selection of vegetables. Children have good access to fresh drinking water which they can help themselves to when they are thirsty. Children take part in an excellent range of activities that enhance their physical development. For example they have an amazing time in the spacious garden as they confidently use a range of outdoor play equipment. In addition, children have a wonderful time during their regular trips to the local park as they climb, swing and slide further promoting their health and well-being.

Children have good awareness of their own safety as they move around the nursery with care, manage the transition between indoors and outdoor with ease and take part in regular fire drills. Children's emotional well-being is extremely well nurtured. 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. Children know what is expected of them because boundaries are consistently and sensitively applied by caring and extremely supportive 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

<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	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1

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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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