

Nightingale Nursery

Inspection report for early years provision

Unique reference number	147590
Inspection date	06/06/2011
Inspector	Carolyn Hasler

Setting address	23 Victoria Road, Barnet, Hertfordshire, EN4 9PH
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Type of setting	Childcare - Non-Domestic
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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

Nightingale Nursery is run as a family business. It opened in 1997 and operates from a purpose-built building all on one level. Children have access to an enclosed outdoor play area. The nursery is in a residential area of Barnet. It is open each weekday from 8.00am to 6.00pm for 46 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 24 children may attend the nursery at any one time. There are currently 40 children aged from two to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities.

There are seven members of staff, all of whom hold early years qualifications and five of whom are qualified at level 3. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides both a welcoming and inclusive service. Overall they have been successful in introducing the Early Years Foundation Stage into their practice. However, there is a breach in a welfare requirement concerning risk assessments. All key people are enthusiastic and motivated and understand the importance of continual improvements, but systems to monitor effectiveness are not sufficiently robust. The setting has a sound capacity to improve.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it at least once a year, identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)
- 07/07/2011

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

- review systems to monitor the effectiveness of record keeping this refers to documents related to children's health, and learning and development
- increase opportunities for parents to contribute towards children's initial

assessments and continue to develop observation, assessment and planning skills

The effectiveness of leadership and management of the early years provision

Key staff involved in the safeguarding of children have satisfactory knowledge and understanding of their roles and responsibilities to keep children safe and attend training on a regular basis. Policies and procedures ensure key people have the information they need to follow. Links are made with agencies and professional bodies where appropriate. The leadership and management team are secure in their knowledge of safe recruitment and all persons working with children have Criminal Record Bureau checks. The children's environment is risk assessed and appears safe. However, annual risk assessment records are not reviewed regularly. This is a breach of regulation. In addition risk assessments for outings are limited and do not take account of the journey or information on the equipment and documents needed. Records for accidents and medication are in place but they are not consistently completed in full.

Staff appropriately and actively promote equality and diversity. They help children understand the society they live in through introducing them to other faiths and cultures. Staff provide children with resources to focus on, and plan activities to encourage children's interest and awareness of others. There are systems in place to identify children with special educational needs and/or disabilities, and they are effectively planned for. Interagency partnerships are established, where appropriate, to ensure children get the support that they need.

Outcomes regarding children's progress in relation to their starting points are satisfactory. Resources are varied, fit for purpose and generally support children's development. There is good use of both inside and outside space and children are encouraged to explore space freely. Children's key workers make sound use of resources to support children's learning and development. Children are surrounded by language and key worker's language skills include the use of Makaton. This is effective in helping all children feel included within the setting. Staff are beginning to build the skills to establish starting points. Although children's initial care needs are securely established, the setting is not taking sufficient account of parents' contributions to establish what children know and can do before they start at the setting. Key workers build a picture of what children can do through observations and these demonstrate that children are making progress. However, key workers work independently and there is a lack of consistency within learning and development records. Planning generally takes account of individual children's needs.

The settings relationships with parents and carers are positive and well established. Parents are provided with information through daily feedback. They have access to several information boards and receive regular news letters which contain information about the setting and project work children are engaged in. Parents share how much they value the setting through annual questionnaires and are encouraged to play a key role in settling in children. Other parents share how

they feel the setting has supported their family effectively with respect for their individual needs. Key workers regularly share developmental records and encourage feedback from parents. The setting values the relationships they build with other early years providers and promotes the sharing of information to support the welfare and development needs of children. Examples of this include the relationships they foster with local schools to support the transition of children starting school.

There are a number of qualified staff working with children. Qualifications range from National Vocational Studies in Childcare Levels 2 to 3. The setting has allocated designated roles to some members of staff to support safeguarding and special educational needs. They ensure that a first aider is on hand at all times. The staff team are well established and work together to support the general effectiveness of the service they deliver. The leadership and management team have developed their service adapting to the Early Years Foundation Stage. Issues raised at the last inspection have been fully met. The setting has begun the process of evaluating their service and has identified areas for improvement. For example, further developing their relationships to actively encourage parents contributions to their children's learning experiences. They have improved the outside area and provided suitable wet weather clothing for children so that they can access the outside in all weathers. However, there are weaknesses in the use of the Early Years Foundation Stage framework as a tool to ensure procedures and processes work effectively.

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

Children separate well from parents and settle quickly into the setting because key staff work effectively with parents to support the transition from home into the setting. Children build secure relationships with their key worker and this helps them to gradually develop independence. More established children try out new skills for themselves and show increasing levels of independence in all that they do. Children are familiar with the settings routines and take an active part in being helpful. They show caring attitudes towards others, showing patience and acceptance of others differences. They are building friendships and engage in shared games and activities, learning how to cooperate, take turns and negotiate with others. Their behaviour is good and consistent with children who feel a sense of belonging and are engaged in play and learning.

Children enjoy coming to the setting, they have lots to choose from and can help them selves from zoned areas. They particularly enjoy playing outside in the rain and being physically active. There are lots of conversations taking place; some of these in Makaton, which some children use with confidence. Children hear and see language, absorbing and extending their own vocabulary within play. Children see letters and words all around them and are actively encouraged to recognise their own names written down through the association with photos. They have lots of opportunities to explore mark-making with a variety of different materials to support pencil control. However, there are few examples of this being extended for

more able children to explore emerging writing skills. Resources to support problem solving, reasoning and numeracy are varied and challenging and children are engaged in their exploration, designing and working out how things fit together. Although there is some reference to large and small and how many, they hear few mathematical references to extend their knowledge. Children are encouraged to explore technology accessing a variety of resources such as magnets and cameras. They are skilled in directing a mouse around a computer screen to select and drop objects into place. Children are encouraged to become familiar with their natural environment by looking for mini beasts, planting and watching flowers grow and observing the changes of seasons and weather. Children are making satisfactory progress in their learning and development of future skills.

Children engage in well established hygiene routines and show varying levels of independence while carrying out personal tasks for themselves. These include hand washing and oral hygiene. Visual aids in the bathroom areas support children's independence. Outside and inside spaces are set out to support physical activity and are used well by children who show exuberance. There are a variety of physically challenging activities available such as climbing equipment, tricycles, balls and hoops for children to explore. Where bad weather limits time spent outside, the setting adapts plans to ensure children are physically active indoors. Drinks are accessible and children are offered healthy choices throughout their day. Their dietary needs are catered for and food is freshly prepared on the premises.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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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