

Kensal Green Under Fives' Group

Inspection report for early years provision

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Inspector Helen Steven

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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

Kensal Green Under Fives Group is managed by a voluntary management committee, made up from parents of children at the nursery. It registered in October 1992 and operates from three rooms of a terraced house in Kensal Green in the London borough of Brent. Access to parts of the nursery is via a flight of stairs. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Child Care Register; however, the nursery does not offer any services to children over the age of five. A maximum of 25 children in the early years age range may attend the nursery at any one time. There are currently 37 children on roll who are aged from 20 months to under five years. Children aged two and three years receive free early education. The nursery currently supports a number of children with special educational needs and/or disabilities and who speak English as an additional language. The nursery employs eight staff, including the manager, on either a full or part-time basis. All staff hold appropriate early years qualifications, three staff hold Early Years Professional status. The staff receive support from an advisory teacher from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery effectively promotes equality and inclusion across all aspects of the provision. Children thrive in a highly stimulating environment, where their education needs are met very well. Practitioners are committed and enthusiastic; they are supported effectively by a dedicated management team, who are passionate about meeting the needs of all children. The health and wellbeing of every child is highly valued, although at times not always fully supported. Good use of self-evaluation and reflection by everyone, along with a strong commitment to build upon existing practice, means that the capacity to maintain continuous improvement is good. There are exceptional systems in place for working in partnership with outside agencies and the practitioners are developing further ways of strengthening parents and carers involvement.

What steps need to be taken to improve provision further?

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

- strengthen the partnership with parents and carers by encouraging them to contribute to the next steps in their child's learning and provide them with information to help them develop a secure understanding of the security

- systems that are in place to protect their children's welfare
- support further children's developing independence, for example, by encouraging them to serve themselves lunch and make food choices that adhere to any dietary restrictions

The effectiveness of leadership and management of the early years provision

Comprehensive awareness of safeguarding issues among practitioners and regular training promotes children's safety and security in the nursery overall. Robust recruitment and vetting procedures, which include the successful induction of new staff, helps ensure children are cared for by suitable adults. Risk assessments completed for all aspects of the nursery ensure hazards to children are identified and minimised. The front door is alarmed and a secondary 'stable door' is in place to prevent children from exiting the premises unaccompanied. However, on at least one occasion, users of the setting have allowed visitors to enter the premises, demonstrating that they have not been made familiar of their role in safeguarding children. Practitioners carry out thorough risk assessments for outings but the current format for recording this is not fully reflective

The setting is led and managed by a highly committed management team whose passion for the well-being of children is evident throughout the nursery. They successfully inspire and motivate practitioners, who have continued to raise their level of qualifications and share information and ideas. The manager and practitioners, supported by the committee, work together closely to identify areas for improvement through effective use of self-evaluation and reflection. Recommendations made at the last inspection have been effectively addressed and improved the outcomes for children. For example, children now follow good hygiene practices. Practitioners are extremely positive about the nursery and feel their contributions are valued and respected. As a result, morale within the nursery is very high. Children thrive in a highly stimulating environment. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. From the ground floor free-flow access is available to a well-equipped outdoor area providing children with varied range of experiences. The environment is conducive to learning. The practitioners are seeking advice to creatively use the space available to further benefit the children.

The promotion of equality of opportunity is clearly at the heart of this provision. All children, including those with additional needs, develop quickly in relation to their starting points. The keyperson approach ensures that children and families are supported to ensure individual needs are identified. The setting is highly committed to working in partnerships with others and takes a lead role in establishing effective working relationships. Channels of communication between schools are developing well in order to support children's seamless transition. Relationships with parents and carers are very positive. Parents are involved at every level; they are members of the management committee and help out with outings and fundraising. Parents like the community feel of the nursery and feel that the practitioners are kind, brilliant and caring people who work as a team. They feel that their children have made good progress; some feel their progress

has been 'amazing'. They have opportunities to view their children's profiles, although some feel this process is a little rushed. Practitioners are in the process of strengthening parents' role in contributing to their children's profiles. Parents reflect that they would like their children to undertake learning experiences within the community more frequently. A comprehensive set of policies and procedures are shared with parents, many of which are on display and are available in a parent information booklet.

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

Children are extremely happy, relaxed and content. They make excellent progress in their learning and development in relation to their starting points. Planning follows observations of children, take into account their interests and supports their learning needs towards the early learning goals on an individual basis. Staff know the children well and activities are differentiated to meet individual needs. Observations are supported with photographs and some examples of children's work. Staff have an excellent awareness of the Early Years Foundation Stage and how best to facilitate children's learning, and as a result children are highly motivated and eager to learn.

Children throughout the nursery are inquisitive learners. Older children confidently question what visitors are doing and respond positively when asked questions. Children engage visitors in role play where they are treated for 'broken arms'! Children behave very well and make choices about their play. There is a buzz in the air as children recall their exciting trip to the zoo yesterday. They talk about their favourite animals, for example, the giraffes with their long necks. Children are developing an understanding of sustainability as they have opportunities to grow vegetables in the garden, which they inform visitors they are going to eat. In addition, they learn about recycling. They discover about their own and other peoples backgrounds. For example, beautiful photos show the children at home with their families and how the children celebrate different festivals. Practitioners have ensured that pictures and posters challenge gender stereotypes, for example, a photo shows a female practitioner checking the oil in her car.

Children's creativity is enhanced through free access to a wide range of media. They adore role play, exploring the real vegetables in the 'Kensal Green mini mart'. They use the shopping trolleys and tills to re-enact real life experiences. The practitioners have adopted a policy of supporting children in undertaking 'risky play'. The children are extremely agile, climbing on the frames and demonstrating back flips. They leap from large soft play block to another testing their skills and seeking thrills. Children concentrate on solving puzzles, and are given strategies by the practitioners who support the children to realise a sense of achievement. Children work effectively as a group to create marble runs, watching in awe as the marbles whizz down the run. Children explore the pleasure of books as they sit and read independently and enjoy sharing stories with practitioners. Children enthusiastically join in to familiar songs and have the opportunity to mark make both indoors and out. Experiences provided, resources available and interaction

from staff help to ensure children develop excellent skills for the future.

Children are supported to keep themselves safe through their play. Staff have undertaken fire safety training and undertake fire drills approximately every four months. Children benefit from healthy, nutritious meals brought onto the premises. For example, they eat couscous with Moroccan vegetables and quorn. All dietary needs are taken into account when providing meals. However, children choosing snacks are not supported effectively in ensuring their dietary restrictions are adhered to in order to maintain their health. Children's independent skills are not fully encouraged at lunch time as they have food and drinks served for them. Children understand and explain confidently why they should wash their hands before eating, 'to get rid of the germs'.

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	1
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	1
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	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

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