

The Angel Nursery Community Nursery

Inspection report for early years provision

Unique reference number 135104
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Inspector Ray O'Neill

Setting address St. Gabriel's School, Churchill Gardens, London, SW1V 3AG

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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*.

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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

The Angel Community Nursery is one of 20 funded and supervised by the London Early Years Foundation. It opened in 1992 and operates from two rooms, one large and one smaller. It is situated in St Gabriel's School in the semi-basement. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Morning sessions run until 1pm, afternoon sessions start from 1pm and a number of children stay all day. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 31 children on roll who attend a variety of sessions. A number of children receive funding for nursery education. The nursery currently supports a small number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs five staff. Three of the staff, including the manager and deputy, hold appropriate early years qualifications and two are training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There has been significant improvement since the last inspection. Staff promote the unique needs of every child and effectively meet their learning and welfare requirements. Children play in a very safe, stimulating and inclusive environment. Staff have a clear understanding of how to implement the Early Years Foundation Stage; ensuring outcomes for children are promoted most of the time. Excellent engagement with parents and partnerships with other agencies ensure continuity in children's care. Systems to evaluate practice are effective in identifying strengths and weaknesses and promote continual development.

What steps need to be taken to improve provision further?

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

- Ensure that all staff actively engage in sustained conversation with children to further develop children's language and communication skills
- improve the record keeping system of children's learning and development so that it is consistent across the nursery.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding procedures and prioritise children's safety and well-being. Children are protected extremely well, as there are very robust systems in place to ensure the recruitment, vetting and continued suitability of staff. All staff are very well trained in child protection issues and have a clear understanding of the procedures to follow if safeguarding concerns are raised. All of the required documentation is in place for the safe and efficient running of the nursery. Staff ensure that children's welfare is fostered well by conducting extensive risk assessments of the premises, equipment and visits. Practising effective evacuation procedures enables all staff and children to have knowledge of how to keep safe in an emergency. All visitors are required to sign in and out of the premises, ensuring only vetted people have access to the children.

Regular staff and planning meetings, involving the children, help to ensure an excellent quality of provision that responds continually to children's interests. Children access an abundance of high quality resources that encourage all children to engage in activities that promote all areas of learning and development extremely well. Staff are highly skilled at captivating children's interest. For example, plastic food items are replaced with real fruit and vegetables for children to produce authentic dishes in their restaurant play. Staff offer a good balance of adult-led and child initiated play. Resources are very well organised throughout the nursery. Staff have a very good knowledge of all children's backgrounds and welfare needs and value them as unique individuals. Staff promote equality and diversity exceptionally well by planning with the individual child, developing highly effective partnerships with external agencies and parents and celebrating cultural events and festivals from around the world.

The senior team work well together to maintain high standards and to drive improvement. They are experienced, have a range of complementary skills and provide effective support to their staff. Staff are able to express their views and suggestions for change and further improvement. All recommendations from the previous inspection have been fully met. For example, for children to access resources in the outdoor area. Parent's views are sought through questionnaires, whilst children's views are canvassed through weekly planning meetings and circle time. The nursery has an ambitious drive towards their continuous development.

Partnerships are a key strength of the nursery. Key persons have a comprehensive understanding of the uniqueness of each child and are aware of how to access highly effective support to ensure that children's needs are successfully promoted. For example, visiting health professionals, local authority early years advisors and primary schools to ease transition from the nursery to a school environment. The parent partnerships are highly valued by the nursery. Parents comment on how highly effective the key person system and the excellent communication channels are in meeting their children's needs, for example, daily contact, progress meetings, newsletters and the web site. Parents contribute exceptionally well to children's learning, sharing knowledge and resources from their own backgrounds.

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

Staff have a secure understanding of the Early Years Foundation Stage and use an effective key person system to support children to make good outcomes. Staff plan a well-balanced range of activities that takes into account children's abilities and interests. Children's records show initial discussions with parents about developmental starting points. Efficient planning, observation and assessment systems set clear goals for children across each area of learning. However, consistency of record keeping for all children is not fully embedded. Children are happy and settled in their environment and confidently move around the nursery choosing from the accessible and well organised resources. The redeveloped outdoor area provides a well-resourced and rich learning opportunity. For example, children investigate minibests, ride an assortment of pedal vehicles and choose from the many activities that staff have pre-selected. The nursery is well organised, allowing children easy access to resources, promoting self-help skills and independence. The well utilised and resourced sensory room and garden provide support to all children, particularly those with additional needs.

Children actively participate and develop social skills through positive interaction with their peers. They communicate clearly and explain their ideas confidently. For example, describing the ingredients of dough and the features of dinosaurs. However, children are not always encouraged by staff to express their ideas and preferences during focused group activities. Children enjoy listening to stories and have access to a wide and diverse range of books, which they demonstrate great interest in. Children are provided with the resources to develop their writing skills and some older children are beginning to form letters. Children progress well in their mathematical development. For example, identifying shape, counting beyond 10 and measuring cooking ingredients. Children have daily use of technology, such as computers, telephones, electrical toys, and keyboards.

Children's welfare is very well promoted. All children demonstrate they are comfortable and feel safe about approaching staff for support, such as to read a book together or measuring cookery ingredients. They learn how to experience safe risk taking when participating in a wide range of well planned, challenging physical activities and use tools and resources safely. For example, when riding bikes they are watchful of others, climb and balance safely and use kitchen equipment carefully. All children learn to adopt very healthy lifestyles through their excellent participation in outdoor activities and a varied, healthy diet, which includes fresh fruit and vegetables, as well as regular drinks. Children learn excellent hygiene practices as they independently wash their hands regularly. They make great strides in their physical development and enjoy using a rich variety of equipment to try their skills in climbing jumping and balancing.

Children are extremely well behaved. They collaborate and share in group activities exceptionally well, demonstrating valuable skills for the future. For example, taking turns, supporting each other and sharing kitchen equipment. Staff are exceptionally good role models to the children, offering praise and encouragement.

Children have a very strong sense of belonging, demonstrated through the contributions they are making to planning meetings and celebrations such as cultural events. Consequently, children of all abilities feel self-assured and enthusiastically participate in the activities on offer.

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	1
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	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

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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