

Regents Park Nursery

Inspection report for early years provision

Unique reference number EY346787
Inspection date 16/01/2012
Inspector Catherine Sample

Setting address 14-15 Gloucester Gate, LONDON, NW1 4HG

Telephone number 0207 9357 274
Email asheldon@brighthorizons.com
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Regents Park Nursery is one of 111 nurseries run by Bright Horizons Family Solutions Ltd. It opened in 2002 and operates from a number of rooms over two floors in a Georgian house in the London Borough of Camden. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. A maximum of 75 children under eight may attend the nursery at any one time. There are currently 65 children aged from three months to under five years on roll. The nursery receives funding for free early education sessions for three- and four-year-old children. It supports children with special educational needs and/or disabilities and many children who speak English as an additional language. The nursery employs 21 staff. All but one of the staff hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy attending this welcoming, friendly and inclusive nursery. Overall, the learning environment and resources support their learning and help them to make good progress in all areas. The enthusiastic and supportive staff meet children's needs well. Safeguarding is prioritised and children feel exceptionally safe and secure. Excellent partnerships with parents and other providers and agencies lead to a fully shared approach to children's care and learning. Self-evaluation processes successfully identify areas for development and the nursery shows a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the outdoor area to provide children with rich and diverse learning and development opportunities in the outdoor environment
- plan an environment that is rich in signs, symbols, notices, numbers and words that take into account children's home backgrounds and cultures

The effectiveness of leadership and management of the early years provision

Safeguarding children is paramount. Staff have all completed child protection training and, as result, show an excellent understanding of safeguarding issues. The nursery has detailed safeguarding procedures and staff have a secure and thorough knowledge of these. Staff are well deployed and highly vigilant at all times and the nursery provides a very safe and secure environment in which children can play and learn. Staff make excellent use of comprehensive risk assessments to make sure that all areas are safe and that their high standards of safety are maintained on outings. The nursery has robust recruitment and vetting procedures to check that staff are suitable to work with children. Staff are well qualified and regularly attend both in-house and local authority training to further develop their skills. They are effectively managed, enthusiastic and work well as a team.

The nursery provides an effective learning environment, overall. All areas indoors are colourful, stimulating and well resourced. Children of all ages can choose from a wide range of toys and activities easily. This helps them to develop independent skills and make their own choices from an early age. The outdoor area is used daily for a variety of activities in addition to physical play. However, these do not currently cover all areas of children's learning and this area is not fully resourced to provide children with a rich and diverse learning environment.

Staff have a detailed understanding of each child's background and needs. This allows them to take positive steps to include all children in activities and help them reach their full potential. Excellent support is provided to children with special educational needs and/or disabilities because staff are knowledgeable about their requirements and work very closely with other agencies. The nursery cares for children of many different nationalities. Staff acknowledge this by planning activities, such as Swedish Day, to help the children to feel valued and enable other children to learn about different ways of life. Many of the children speak English as an additional language. This is well supported by staff who seek key words of their home language from parents and use a variety of languages in activities, such as counting and singing. There are some examples of children's home language displayed, for example, furniture in one room is labelled with the words for chair in French and Polish. However, this is not consistent across the nursery. As a result, the nursery does not fully reflect children's home language and culture.

The nursery has established excellent partnership working with parents. Parents are actively involved in their children's care and learning. This is evident from the time that children first start at the nursery when parents contribute full information about their child's care needs and starting points and are made to feel very welcomed and reassured. Staff keep them fully informed about their children's progress through ongoing discussion and regular meetings. As part of their assessment systems staff identify ways in which parents can support their children's learning at home on a weekly basis and share this with them. Parents

are encouraged to be involved in activities, such as, coming in to share information about their cultural backgrounds with the children. The nursery operates a highly successful open door policy which helps parents and families to feel very welcome and supported. Staff also have excellent relationships with other providers and agencies. They work very effectively with the local authority to support children's transition to school and play a full role in multiagency working where children need additional support. They have excellent systems in place to exchange information with other providers, which leads to a fully shared approach to children's care and learning.

The nursery has effective systems for self-evaluation. Staff, parents and children are involved in this process and this allows management to accurately identify areas for development and draw up action plans for the future. The nursery continually adapts to meet the needs of the children. For example, the nursery takes on new challenges to improve outcomes for children, such as, taking part in the Every Child a Talker project which has improved children's communication skills. This shows a good capacity for continuous improvement.

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

Staff have a good knowledge of each child's learning needs. They make weekly observations and assessments for each child which they link to the different areas of learning. This enables them to plan effectively for children's individual next steps. They are skilled at interacting with children, taking account of their interests and needs and extending their play. Staff have built on a child's fascination with transport by planning activities that include vehicles and suggesting to the parents that they take them to a transport museum. They challenge older and more able children by giving them extra responsibility, such as, carrying out risk assessments and by providing books to take home to develop their newly acquired reading skills.

Children are very settled and content at the nursery. They enjoy close relationships with the staff, which helps them to feel exceptionally safe and secure. This is shown by the way a child returning from holiday rushes to embrace a member of staff and quickly settles down to play. As a result of feeling so safe children are confident to operate independently and try new activities. They have many independent skills, such as, setting the table and serving themselves at mealtimes. They are confident, have high levels of self-esteem and enjoy learning. For example, a child explains that they are very clever and love numbers. They develop good social skills as they play with one another and show care and concern for others, such as supporting the the younger children that need help. Children are well-behaved, show good manners and learn to share and take turns. Older children discuss setting their own rules, such as, keeping quiet when they go past the manager's office.

Most children are confident communicators. Part of the Every Child a Talker project has involved membership of London Zoo which children visit frequently. Younger children make the sounds of the animals and older children chat animatedly about them and sound out their names. The visits to the zoo have also enhanced children's knowledge and understanding of the world as they learn about different animals and habitats. They have adopted a penguin and a tiger and they enjoy finding out about them. They have been counting animals following the zoo's recent stock take to check how many there are. There are books in all areas of the nursery and children are fully encouraged to develop a love of books and stories. For example, books are laid out on each bed in the toddler room at sleep time so children can enjoy looking at them as they relax.

Children have practical opportunities to use numbers as they work out how many places they need to set at lunchtime. Older children confidently talk about how many fingers they have on one hand, how many on two hands and what happens if they take one finger away. They enjoy exploring different textures, such as, corn flour gloop in the baby room and shredded cardboard in the toddler room. Older children can freely explore a wide range of creative materials to produce their own artwork. Children enjoy using information and communication technology. They use digital cameras, computers and can email examples of their work to their parents. The good balance of adult-led and child-initiated play across all areas of learning equips children with good skills for the future.

Children are learning to keep themselves safe through innovative activities. Older children make their own safety checks of the outdoor play area enabling them to develop an awareness of potential risk. Children of all ages are introduced to 'Candy Floss', a superhero soft toy that staff use to deliver safety messages. Children describe how they keep themselves safe on outings to the park and young children alert staff when someone they do not recognise enters the room. Children are learning about healthy lifestyles. There is a strong emphasis on hygiene in the nursery, with parents asked to use hand sanitiser as they enter the building. Children of all ages follow hygienic hand washing procedures and staff reinforce why this is necessary. They take part in cookery activities that help them learn about healthy eating and older children have been involved in devising the menu with the chef. They take part in a weekly exercise programme, 'Stretch and Grow', and have daily opportunities for physical play in the outdoor area or in Regents Park.

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
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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