

Puffins Nursery School

Inspection report for early years provision

Unique reference number	143793
Inspection date	11/01/2012
Inspector	Anita Clifford

Setting address	60 Hugon Road, Fulham, London, SW6 3EN
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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

Puffin's Nursery School has been registered since 1985. It is privately owned and situated in a residential area near to the Fulham and Parsons Green areas of London. The nursery school operates from the ground floor of a large converted house. It comprises three classroom areas, two curtain-partitioned toilets and an office area. Staff have access to a kitchen, toilet and dining room. There is an enclosed outdoor area. The nursery school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 28 children may attend at any one time, all of whom may be in the early years age range. There are currently 48 children aged from two to five years on roll. The nursery school operates during school term times. It is open each weekday morning from 8.45am to 12 noon for three to five year olds. Afternoon sessions for younger children, aged two and a half to three years, are available on Tuesday, Wednesday and Thursday from 1.30pm to 3.30pm. The nursery school currently supports children who are learning English as an additional language. There are four members of staff, all of whom hold appropriate early years qualifications. Additional specialist staff are employed to offer a variety of activities. The nursery school works in partnership with the local authority early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery school is highly effective in meeting the needs of all children. Staff provide excellent support so that children make significant gains in their learning. Children's safety and welfare are of paramount importance, and outcomes for children are exemplary overall. Excellent partnerships with parents, local businesses, local schools and the local authority early years team, help to meet children's individual needs very successfully. The outstanding and committed leadership and management ensure continuous improvement through a very effective self-evaluation process.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing consistency in identifying next steps in learning for all children.

The effectiveness of leadership and management of the early years provision

Management and staff apply highly effective procedures to safeguard children. All staff have thorough background checks to assess their suitability to work with children. There are robust daily checks in place indoors and outdoors, together with a rigorous annual risk assessment. There are comprehensive policies covering all aspects of health and safety, which staff carry out very effectively. For example, they maintain the daily attendance register very efficiently so that they have an accurate record of children on the premises in the event of an emergency. All staff hold first-aid qualifications so that they can deal with any accidents and incidents very quickly and effectively. As a result, the environment is very safe for children and safety procedures are exemplary in practice.

The nursery school provides a very welcoming and cosy environment. There is an extensive range of highly stimulating and creative resources, both indoors and outdoors. Staff make excellent use of their time and resources to promote children's learning to a very high standard. Management and staff plan the space thoughtfully to provide exciting activities and unusual creative displays. This has a very positive impact on children's approach to learning.

Management and staff are highly successful in promoting equality and diversity. Children celebrate a highly stimulating variety of cultural events, with support from parents, to increase their knowledge of the wider community. Children who are learning English as an additional language make excellent progress. They rapidly develop communication skills in English and quickly make friends with other children. Staff inspire children's interest in other languages very successfully. For example, they have a full morning each week talking to children in French. Consequently, children begin to speak French at home very successfully, and this has a highly positive impact on their general language skills.

The nursery school has exemplary relationships with parents to support children's learning. Parents report that they are extremely happy with the nursery and feel that it provides an exceptional and special environment, where their children thrive. They receive very good information about their children's progress, and staff actively encourage learning at home. When children are ready to leave the nursery school, staff provide excellent support. For example, teachers from local schools come to see the children and observe their achievements in their familiar environment. This process enhances continuity for children very successfully. Management work closely with the early years inclusion officer and other professionals to meet the needs of individual children very effectively. Key staff secure strong and invaluable relationships with their children. Consequently, children feel very secure and confident.

Management regularly review practice in the nursery school to promote very well-established and highly effective processes. All staff, parents and children contribute fully to the self-evaluation process. For example, children spend time in their key groups confidently contributing their views and suggesting new resources.

Frequent meetings positively encourage staff to share expert knowledge amongst the team to further promote outstanding practice and drive continuous improvement exceedingly well.

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

Children make excellent progress in their learning. They immerse themselves in purposeful activities and explore the highly stimulating environment with great interest. They are equally eager to engage in one-to-one or group activities. Staff praise children when they complete tasks so they feel good about themselves. The excellent range of activities, which staff carefully plan, is extremely successful in helping children secure the skills they need for the future. This planning takes full account of children's individual needs and capabilities to ensure that learning is challenging and relevant. Staff maintain very well-organised development records, clearly showing children's achievements, although there are some minor inconsistencies in identifying children's next steps in learning.

Children, including those learning English as an additional language, make excellent progress in communication and literacy. They quickly learn how to write their names as they play with wooden letters, and staff help them to say the correct sounds. Children also make excellent progress in mathematics. An awe-inspiring range of resources encourages their understanding of size, such as a family of toy puffins. They enthusiastically point to the biggest, smallest and middle-sized puffins, which promotes language and number in a very practical way. They are enthusiastic and very confident when using the computer. They take turns and manage their own time using a simple pictorial rota system. Children develop an excellent understanding of the world around them. They take part in a wide range of exciting outings, such as to a 'childhood museum', which they later talk about and draw with great enthusiasm. Staff organise highly stimulating surprises for them, such as providing incubators with eggs so they can see the life cycle of chicks in time for Easter. Children develop an exemplary knowledge about self-sufficiency by making their own bread and butter. They develop very positive attitudes to other cultures by using exceptionally high quality resources, such as musical instruments, ornaments and posters, and celebrating a wide range of different festivals from around the world.

Children show an excellent understanding of how to stay safe. They learn how to blow out candles safely by using an artificial tea-light and talking about the dangers of flames. They cut up their own fruit under close supervision and show a very good understanding of how to handle sharp knives. The nursery has highly effective relationships with local services, such as community police officers, who often drop by and talk to children about safety. As part of this process, children thoroughly enjoy rides in a police car, which promote highly positive attitudes towards safety in the community.

Children show a very good understanding of a healthy lifestyle. They choose their

own fruits to make smoothies for 'Smoothie Monday', which promotes highly positive attitudes to healthy eating. They have an excellent understanding of good hygiene procedures, stating that they need to wash germs off their hands before they eat their snack. They engage in a highly stimulating variety of physical activities indoors and outdoors. These activities help them to excel in their physical development; for example, they stretch and balance during inspirational ballet lessons.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	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