

A Perfect Start Nursery

Inspection report for early years provision

Unique reference number EY423939
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Inspector Seema Parmar

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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

A Perfect Start Nursery originally registered in 2009, then re-registered due to a part change in ownership in 2011. The setting is currently run by a private provider. It operates from the grounds of St James Church centre, in the Wembley area, within the London Borough of Brent. The setting has the use of a play hall, kitchen and toilet facilities. There is a fully enclosed outdoor play area. The setting serves the children attending the local community. The setting is open each weekday from 8am to 6pm for 51 weeks of the year.

The setting is registered for a maximum of 30 children under 8 years, who may all be in the early years age group. Of these, not more than 8 may be under 2 years at any one time. There are currently 59 children in the early years age range on roll. The setting supports children with special education needs and/or disabilities and children who are learning to speak English as an additional language. The setting is registered on the Early Years Register and the compulsory part of the Childcare register. Children aged two, three and four years are funded for free early education.

The setting employs nine members of staff. Seven staff hold early years qualifications including the manager, who is currently completing a Foundation degree in Working with Children and Young People.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children quickly settle and soon begin to feel confident and secure in the relaxed and welcoming environment. Although staff carry out observations, systems for planning children's next steps in their learning are not fully effective. Overall, toys and resources are of suitable quality; however, these do not currently cover the full range to promote all six areas of learning for every child. At times, staff support children's activities appropriately and partnerships with parents are sound, keeping them informed through daily information exchanges. However, the setting does not support or encourage parents to be fully involved in their child's learning and development. Nonetheless, the setting demonstrates a secure commitment to continue developing practices and to identify priorities for further development in order to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- plan and organise effective systems to ensure that

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every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation)

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

- improve and provide resources in all six areas of learning to support all children's individual progress towards the early learning goals
- analyse observations to clearly identify children's next steps in learning and highlight their achievements
- develop ways in which parents are supported and encouraged to share, contribute and update information to become fully involved in their child's continuous learning and assessment records .

The effectiveness of leadership and management of the early years provision

Staff are aware of their safeguarding role and their responsibility to report concerns. There are systems in place for the safe recruitment and vetting of those working directly with the children. Children play safely, both indoors and out. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. Appropriate policies and procedures work alongside children's records and relevant levels of consent to promote children's safety and well-being securely.

Overall, the manager is aware of the strengths and areas for improvement within the setting and is developing an effective system of self-evaluation. She is beginning to work closely with the local early year's advisory team to make improvements for outcomes for children. Staff meetings and annual appraisals enable the manager to identify practice issues, staff training for their developmental needs and monitoring their performance. In addition, peer observations take place to support staff in developing good childcare practices. This contributes to demonstrating the capacity to make continuous improvements to benefit the children. However, the manager acknowledges that systems for the organisation and planning, in order to ensure that every child receives an enjoyable challenging learning and development experiences, are not fully effective. For example, although children are forming loving and secure relationships with the staff, ineffective team working leads to children missing opportunities to be fully engaged and suitably challenged with some of the activities on offer.

Staff organise the daily routine appropriately to ensure that there is a balance of adult-led and child initiated activities through indoor and free-flow outdoor play. Although there are a suitable range of toys and resources, these do not cover the full spectrum of the six areas of learning. For example, children under three years have limited access to using a range of information and communication technology equipment and programmable toys to promote their understanding of how and why things work and develop their skills for the future.

Children learn to value and respect diversity within society. For example, they can choose from a suitable range of play resources that reflect positive images of diversity and people of different abilities. Additionally, staff help children to celebrate and acknowledge a variety of world faith festivals so that all children are included. The setting actively forms links with other professional agencies to enable children with additional needs to receive the support they require to meet their needs. Furthermore, the setting pro-actively seeks to establish links with local schools to provide continuity of care for those children moving up to school.

Suitable procedures are in place to ensure that parents receive information about the nursery and their children's care. Staff ensure that parents provide detailed written information about their children's individual needs, including medical and dietary requirements, at the point of registration. Staff engage in daily chats with the parents. Although parents receive information about their children's development, the setting does not seek the views of parents or children and use these to plan appropriately for them. Nonetheless, feedback from parents says they are happy with the care and activities on offer for their children.

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

Staff demonstrate a secure understanding of the six areas of learning. Systems for observations, planning and assessment are generally in place; however, these are not fully effective in identifying children's next steps in learning. The setting has adequate resources, with a suitable range of play equipment and materials to encourage children's learning and development. Children enjoy what they are doing. However, the range of books and programmable toys for the under three's age group is sparse.

Children's personal, social and emotional development is fostered effectively, as the new children settling begin to form attachments with their key persons. Children develop their self-help and independence skills during many parts of the day. For example, at the end of the session, staff and children alike, join in the tidy up song as they all put away the toys. At meal times, older children self-serve their own lunches, learning important skills, such as waiting and taking turns. Younger children feed themselves and receive appropriate support from staff. Circle-time creates a positive opportunity for children to develop their communication and language skills. Each child is included, as they all say their names, use sign language and sing favourite nursery rhymes with the aid of props.

Children enjoy arts and crafts activities, as they design and make models out of cereal boxes and milk bottle tops. Although there are comfortable book areas created for children, the shelves are sparse with few books at hand to attract children effectively to sit and look at books for pleasure. In the over three's area, there are many worthwhile activities for children to participate in. However, children miss key opportunities to fully benefit from the range of activities, as staff are not always in tune with each other, leaving large groups of children with one

member of staff. This impacts on the quality of interaction and learning that is taking place for each child. Physical development of children is encouraged through daily opportunities for them to be active and to improve their skills of coordination, control, manipulation and movement.

Children receive snacks and meals that are generally healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fruits and freshly prepared meals daily. Meal times are calm and enjoyable occasions. Staff sit and support the children around small tables, creating a social and homely atmosphere. Children have access to fresh drinking water, which they can help themselves to when they are thirsty. Children are developing an understanding of personal hygiene. They are encouraged to use anti-bacterial hand gels and wash their hands, both before eating and after using the toilet. In addition, children enjoy fresh air when playing outdoors, gaining plenty of exercise.

Children learn to keep safe as staff give gentle reminders, as they play. In addition, children practice fire drills and learn about what to do in an event of an emergency. Children behave well, taking turns and contribute to the welfare of others as they help to tidy away at the end of an activity. Staff regularly praise and use positive language, which promotes children's self-esteem and builds self-confidence.

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	3
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	3

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	3
The extent to which children make a positive contribution	3
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

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