

Graceland Nursery School

Inspection report for early years provision

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Inspector

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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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Description of the setting

Graceland Nursery School is privately owned. It was re-registered by Ofsted in 2011, having been previously registered at different premises since 1991. It operates from Castelnau Library Hall, in Barnes, Richmond-upon Thames. The group has access to a large play room, toilets and a kitchen area. There is a secure enclosed outdoor play area.

The nursery is registered to provide care for a maximum of 30 children aged from two years to the end of the early years age range. The nursery is registered on the Early Years Register and is open Monday to Friday from 9.00 to 1.30 for 36 weeks of the year. There are currently 18 children on roll. The nursery is able to support children who have English as an additional language.

There are six members of staff, of whom three hold an early years qualification and other staff have suitable experience. In addition there are four specialist teachers who come in to deliver ballet, music, French and sports. The nursery provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children are happy and settled and staff know their individual needs, very well, documentation and record keeping is well maintained, to protect and safeguard children. The activities provided for children fully support learning through play; thus enabling children to become confident and capable learners, who are actively supported by motivated staff. Regulations in relation to first aid are not always met, as the only member of staff who holds a current certificate is not on site every day. Parents, children and staff actively contribute to the development of the setting and as a result there are clear action plans in place. Partnerships with parents is generally successful, therefore children receive the support they require.

What steps need to be taken to improve provision further?

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

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. There must be at least one person on outings who has a current paediatric first aid certificate. First aid training must be approved by the local authority and consistent with guidance set out in the Practice Guidance for the Early

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Years Foundation Stage.

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

- enhance the information shared with parents in particular, the daily activities undertaken by the children

The effectiveness of leadership and management of the early years provision

There is a clear awareness of safeguarding issues among staff in the nursery; nominated officers have completed training and the nursery have written policies and procedures for safeguarding which are shared with staff to support their practice. Children are safeguarded by the effective recruitment procedures, all staff working with children have criminal record checks and those who teach specific subjects are supervised at all times, therefore protecting children and keeping them safe. The setting identifies dangers as part of their risk assessments on the areas used by the children, and takes steps to eliminate those, helping children to keep themselves safe. One member of staff holds a first aid qualification and another member of staff is due to attend training shortly. However on occasions there is no one on site that holds a valid first aid certificate, as a result this is a breach of regulation.

The setting has been working with the local authority advisor, who supports them and has identified a number of areas, which they have addressed. There are effective systems in place to appraise staff and identify areas for professional development, which enables them to take part in appropriate training. Regular meetings enable staff to discuss practice and feedback from training they have attended, to identify areas for further development. Staff are enthusiastic and motivated, as they confidently implement ideas they have gained, for example, making the most of the environment, by organising a theatre for children to put on their shows. The nursery is continually evaluating their practice in all areas and regularly seeks parents and children's views of their service, thus informing them of areas for further development.

The setting has an interesting range of resources which are of good quality and are attractively presented to encourage children to investigate and explore. The resources are used well to promote children's learning and staff are skilled and experienced at asking open ended questions to make children think for themselves and to stimulate their thinking. The play areas are enhanced by the pictures, signs and words displayed that support children's language, literacy and numeracy skills. Children have regularly opportunities to play both indoors and use local external environments as part of the weekly routine; they use the neighbouring allotment to pick their own fruit and collect eggs from chickens for their cooking activities.

Staff have a good knowledge of children's individual needs, when they begin their placement, they gain information from parents about children's specific needs and continue to get to know them to support planning for individuals. Children who

have English as an additional language are well catered for, staff gain key words in their home language and use picture signs which support children in settling in. There are a good range of resources to promote positive images of diversity including dressing up, and dolls from different cultural backgrounds. Children are learning about other cultures and their own, through the means of planned activities, and they enjoy singing songs in different languages such as Chinese and Spanish.

The setting has positive relationship with parents and relationships are well-established, ensuring each child's needs are met. A parent's notice board displays information such as details about the staff team and the newsletter, which keeps parents informed about topics and festival celebrations each term. Parents are kept informed about their children's achievement, well-being and development; this is done by means of regular face to face contact and by sharing children's files with their observation and photos; however, there is less opportunity to share information on a daily basis about what activities children have been taking part in. There are currently no children on roll who attend other settings or need support from other agencies. However, the nursery is aware of the need to work in partnership with any other settings if the need arises.

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

The effective policies and procedures in place ensure that children are protected and well supported. Staff have a good knowledge of the learning and development and welfare requirements, which promotes children's learning, and well-being. Staff undertake observations on the children and analyse the information obtained to identify and plan for their interests and next steps for learning. The nursery have begun to track children's progress and are therefore able to monitor where children require further support and their progress towards the early learning goals. Staff actively engage with children and support them in their play, asking open ended questions to make children think for themselves and promoting learning opportunities.

Children's language and literacy skills are continually promoted; as they enjoy taking part in shows, in their newly design theatre; they use the microphones they have made out of junk modelling and sing with confidence to their friends. Mathematical concepts are incorporated into their daily play for example; when they build a tower, they measure which is taller them, or the tower, they count the trees in the forest they have made and design with pegs and shapes. Children's knowledge and understanding of the world is supported as they have fun exploring ice, and the animals that live in cold climates. They sing songs in Spanish and take part in celebrations for the various festivals throughout the years. Children's knowledge of information technology is fully supported as they use the computer, and learn how to use programmable toys, such as the CD player.

Children are very secure and develop a sense of belonging to the setting due to

the positive interaction from staff and daily routines. Children are learning to keep themselves safe; when they go on outings they wear high visibility jackets so they are clearly seen as they walk along the pavement. They are learning to use a variety of tools safely such as scissors and items such as a garlic press. Children take part in regular fire drills which enable them to learn how to safely leave the building in the event of an emergency such as a fire.

Most children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines, for example they wash hands before they eat their food. Snack time is a valuable learning experience when children discuss what healthy foods they are eating and how they benefit from them. They have regular opportunities to go to the local allotment, linked with the nearby school where they learn to tend to the plants fruit and vegetables grown and use the eggs laid by the chickens, for their cooking. Children engage in a range of physical activities, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They enjoy riding bikes and dancing to music.

Children all appear settled and happy; they are confident showing good levels of self-esteem and build strong relationships within the setting, with both adults and their friends. Children are learning to take turns and share, for example one child gets a chair for younger child, enabling her to take part in their game. Children's behaviour is good and children are beginning to show a good awareness of responsibility within the setting. They help to tidy up and are very proud when they receive a sticker for all their hard work.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	2
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	2
The extent to which children develop skills for the future	2

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