

Oakhill Community Nursery

Inspection report for early years provision

Unique reference number

EY436661

Inspection date

01/03/2012

Inspector

Maria Conroy

Setting address

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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

The nursery was registered in 2011 and operates from a scout hut in Friern Barnet, in the London Borough of Barnet. There is a spacious hall, with toilets leading off from the main play area. A kitchen provides suitable space for preparing snacks, and a large outdoor area provides space for children to play outside. The setting employs four members of staff, including the manager, all of whom have a relevant childcare qualification. The manager of the nursery holds the Early Years Professional Status (EYPS). The nursery is able to support children who have English as an additional language and provides funded early education for two, three and four year olds. The nursery is registered to care for a maximum of 26 children from two years to the end of the early years age range at any one time. There are currently 22 children on roll. The nursery is registered on the Early Years Register. The nursery is currently open from 8.30 to 1.00.

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. In the main, documentation and record keeping are well maintained and successfully protect and safeguard children. Partnerships with parents and other professionals are successful and help ensure that children receive the support they require. The activities provided for children generally support learning through play, thus enabling children to become confident and capable learners who are actively supported by motivated staff. Parents, children and staff contribute to the development of the setting, and as a result, there are clear action plans in place.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 15/03/2012
- request parental permission, at the time of the child's admission to the provision, for the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and protecting children's welfare) 15/03/2012

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

- display a list of words from home languages used by children in the setting and invite parents and practitioners to contribute to them.

The effectiveness of leadership and management of the early years provision

There is a clear awareness of safeguarding issues among staff in the nursery; the nominated officer has completed training. The nursery has 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. The nursery identifies dangers as part of their risk assessment on the areas used by the children and the activities undertaken, thereby eliminating risks and helping children to keep themselves safe. However, the risk assessment record is not signed and dated by the person who undertook it; this is a breach of a regulation.

The nursery has spoken to parents in relation to seeking consent for emergency medical treatment; however, they have no record of this. This also is a breach in regulations.

There are effective systems in place to appraise staff and identify areas for professional development, which enables them to take part in appropriate training. Staff are enthusiastic and motivated, as they confidently implement ideas they have gained from training, for example, providing an exciting range of materials for children to design and make large-scale creations. The nursery is continually evaluating their practice in all areas and regularly seeks parents, staff and children's views of their service, thus informing them of areas for further development. In addition, the nursery have been working with the local authority advisor, who supports them and has identified further areas for development, some of which have already been addressed.

The setting is attractively presented and has an interesting range of good quality resources, which 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 cosy book corner has a good range of books, and includes some which have been made by the children. Children have regular opportunities to play outdoors in the large garden. They use natural materials to extend and support their imaginative play; for example, they build bridges out of wooden blocks cut from tree trunks and use recycled tyres.

Staff have a good knowledge of children's individual needs. When children begin their placement, staff gain information from parents about children's specific needs. The process of observation is used to enable staff to find out about their interests, which helps to support planning for individuals. Children who have English as an additional language are well catered for. All staff speak additional languages and use picture signs to enable children to understand the daily routine and make choices. However, there are few displays of words in children's home

languages. 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, by way of planned activities. They have a 'restaurant', where parents bring in different foods for them to sample, including Italian, Indian, Iranian, Egyptian, English, 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. In addition, a newsletter, keeps parents informed about topics on a regular basis. Parents are kept informed about their children's achievement, well-being and development. They have the opportunity to take part in reviews, during which they are informed about their child's developmental progress and achievements, which is supported by sharing children's files with their progress report and photos. Parents comment that the setting is fantastic; they particularly like the detailed report they receive on their child every term, and the teachers, who are very calm.

The nursery has effective partnerships with other professionals. They have regular meetings where they collaborate and devise individual education plans, which help support children's developmental progress.

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 them think for themselves, thus promoting learning opportunities. Children's language and literacy skills are continually promoted, as they enjoy taking part in re-enacting familiar stories, sing songs and write prescriptions in the doctor's surgery. Children participate in 'small circle time', which focuses on activities to build on their language skills. Children incorporate mathematical concepts into their daily play, for example, they build a tower with bricks, talk about the names of the shapes, count how many are in the tower and complete different types of puzzles. Children's knowledge and understanding of the world is supported, as they have fun exploring ice and learning about the animals that live in cold climates. They use their local environments for learning; for example, they posted a home-made invitation to their parents, inviting them to their Christmas party. Children's knowledge of information technology is fully supported, as they use the computer and learn how to use programmable toys.

Children are very secure and develop a sense of belonging to the setting, due to the positive interaction with staff and the daily routines. Children are learning to keep themselves safe; they have designed danger signs for placing on fences in the garden, sectioning off hazardous areas. 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. In addition, they enjoy planned activities for 'fire safety week', including a visit from the fire service.

Children show good awareness of 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 social experience, where they can chat with their friends in a relaxed environment and choose from the range of healthy foods. Children engage in a wide range of physical activities, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They thoroughly enjoy 'dizzy dance' sessions, where they take part in parachute games, music and movement and stretching games.

Children appear settled and happy; they are confident, showing good levels of self-esteem. They have built strong relationships within the setting, with both adults and their friends. Children are learning to take turns and share, for example, one child helps another when putting together a puzzle. Children's behaviour is good and children are beginning to show a good awareness of responsibility within the setting. Children are encouraged to feel valued through the positive feedback from staff when they achieve and through activities, such as making books to enable them to learn about differences, such as 'the swirling hijab'.

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	2
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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