

St Michaels Nursery

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

St Michaels Jubilee Nursery was registered in 2011. It is situated in a church hall in Harlesden in the London Borough of Brent. The setting is one of four nurseries privately owned by St Michaels Nursery Limited. The premises consist of a hall and one additional room, kitchen and office. There is a secure outdoor space available for the children. The nursery is registered on the Early Years register to care for a maximum of 58 children in the early years age range, with no more than 15 children under two years. They provide full day care, as well as sessions for children. There are currently 49 children on roll. Children are in receipt of funding for nursery education. The nursery is open from 7.30am to 6.30 pm every weekday all year.

There is a manager and 13 members of staff, over half of whom are qualified. Some staff members are currently progressing towards obtaining a level three qualification. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming and inclusive environment is provided, in which all children are equally well cared for. Overall, children are making good progress in their learning and development. Systems to monitor children's progress are developing and becoming more effective in helping children to develop further skills. The staff team are beginning to use methods of self-evaluation to identify key strengths and areas for further development. Staff mostly involve parents and children so that they can contribute to continual improvement. The setting is led and managed by an experienced, motivated and enthusiastic management team, who demonstrate a dedicated approach towards continuous development.

What steps need to be taken to improve provision further?

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

- extend the range of natural materials for children to arrange, compare and order
- develop systems to enable parents to contribute to their child's learning and development record
- strengthen the use of reflective practice and self-evaluation so that the views of all staff, children and parents are used to identify strengths and priorities for development

The effectiveness of leadership and management of the early years provision

All staff demonstrate a good understanding of safeguarding procedures. During a recent inservice training day the entire staff team completed training in child protection. This is prioritised in order to support the team's understanding of how to put into practice required procedures, should they have any concerns. All adults in the setting, including students and apprentices, are appropriately vetted. Children are supervised well and staff carry out a general risk assessment of the group rooms and outings to reduce the risk of accidents. After lunch, quiet space is available to ensure that children sleep peacefully while others continue to play.

Good communication and relationships are established with the senior leadership team, staff, parents and children. The overall director supports the manager and staff very well. Her reassuring, supportive approach helps to promote an inclusive atmosphere where staff feel valued. As a result of the good morale, a happy atmosphere ensures that children are settled and confident at the setting.

Staff are knowledgeable about promoting an inclusive environment for all children. Children who speak English as an additional language are very well supported, as staff obtain several key words from parents to help children settle. There are signs and labelling in other languages, with picture symbols, to help value and support communication in other languages.

Staff are aware of the benefits of working with the local authority, childminders and other settings to ensure a community based spirit is established. Parents are valued partners and the individual needs of each child are taken into account. Staff have recently introduced formal parent meetings, which allow parents to share their children's developmental progress in more depth. Parents' continuing involvement is strongly encouraged, contributing suggestions for activities and areas of their children's development. However, this is not yet fully incorporated into the learning records.

Staff take positive steps to continually improve, reflecting on and joining new initiatives. They take part in educational schemes, such as 'ICAN', with the purpose of talking to children from birth, encouraging communication with social skills and emotional well-being.

As the setting increases in numbers, the leadership team reflect on the environment, improving resources and safety for children. In addition, a commitment to staff training ensures staff extend their knowledge of child development by completing level three qualifications on site. Senior leaders demonstrate a commitment to driving improvement and are working closely with the local authority and staff at the setting to seek further development. This is reinforced by self-evaluation that, although in the early stages, is thorough and realistic. However, it does not yet include the views of all staff, parents and children.

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

Staff support children's overall learning and development by giving them their undivided attention. As a result, children are confident and are learning good social and independence skills. Staff have the skills to make learning fun and stimulating by following the interests of the children. The outdoor space is used effectively to enhance children's learning opportunities and to recognise that some children learn better outdoors. Here children are involved in sensory play, digging in different soils and planting herbs and flowers to enjoy. Clever use of the large space indoors means that children can extend themselves very well physically. They really enjoy the game, expertly set up by a member of staff, using the tunnel to follow each other in a circuit.

Staff have a good understanding of the Early Years Foundation Stage. They are beginning to build a profile so they can track and record children's progress at this new setting. The next steps in each child's learning journey form the basis of the planning to ensure continuous progress. Staff work closely with groups, or individual children, to support their learning. Individual education plans are used well to ensure that all children make good progress. Children play confidently and have plenty of opportunities to develop their communication and social skills. Staff are very knowledgeable about how to interact with and question children, to make them think and extend their learning further.

During the morning circle time children participate well as they sing and use a range of musical instruments. They enjoy listening to music from different parts of the world. Babies are provided with a variety of experiences, including creative and physical play. They are encouraged to explore and make choices about what they want to play with by staff who stay close and offer encouragement during play. Babies and toddlers eagerly play with water and enjoy using the tin bowls as drums. Indoor access to natural materials, including the newly introduced treasure basket, to arrange, compare and order, is less well established.

Children develop some skills for the future as they explore technology using the computer and a range of programmable toys. Babies hold the telephone and babble into the receiver, showing emerging language skills, and gain real pleasure from communicating as staff respond affectionately. Children begin to explore their creative skills and practise with a range of tools and creative materials to support early writing skills. They use play equipment with confidence as they roll and cut up the play dough and thoroughly enjoy creating shapes. They recreate familiar experiences and use their imagination as they play in the home corner, led by a really imaginative and creative member of staff.

Good behaviour is encouraged and supported. Children respond well as they are reminded of safety rules, such as not to run through the two group rooms.

A healthy environment is maintained through effective cleaning and hygiene routines. Toilet and hand-washing facilities are well organised and children are supported to manage their independence. Children follow healthy practices; they understand the need to wash their hands after using the toilet to prevent the spread of germs. The staff work closely with parents to accommodate children's individual dietary needs, providing freshly cooked, healthy meals and snacks that the children enjoy. Water is available throughout the day to ensure children are well hydrated. Children benefit from fresh air, exercise and the opportunities provided to develop social and physical skills, for example, when visiting the library and parks nearby.

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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