

Caversham

Inspection report for early years provision

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Inspection date 03/05/2012
Inspector Anahita Aderianwalla

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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

The Caversham Nursery registered in 2011. It is based within Vadnie Bish House, in Kentish Town in the London Borough of Camden. It shares the building with Camden social services but the nursery has completely separate facilities. There is access to a secure outdoor area. The nursery is open Monday to Friday from 8am to 6pm, for 52 weeks of the year. The Nursery is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The Nursery is registered to care for 49 children under eight years at any one time, all may be in the early years age range, and of these no more than 33 may be under two years. Currently there are 27 children on roll in the early years age range. The nursery employs eight staff, including the manager, all of whom hold recognised childcare qualifications. The nursery supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm and welcoming child-centred setting, where inclusion is a very strong feature. Children make good progress in their learning as staff effectively plan for each child's individual learning styles. Staff promote children's welfare, safety, and healthy lifestyles through many robust policies and procedures. The staff and manager understand the importance of evaluating the provision and have good capacity to improve the practice. However, the self-evaluation process does not fully include the views of parents.

What steps need to be taken to improve provision further?

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

- broaden the opportunities available to children to promote mark making in all areas of setting
- further develop the use of the self evaluation process and increase the input of parents into processes so the provider can more accurately evaluate the strengths and weaknesses of the setting to drive further improvements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely effectively. Staff have a thorough understanding of child protection procedures and know how to implement these effectively to help protect the children. All visitors are required to sign in and out of

a visitor's book, to ensure a full record of everyone coming into contact with the children is maintained. Robust recruitment and vetting procedures ensure that all adults working at the setting are suitable to do so.

Staff are well deployed throughout the nursery, ensuring that children receive good support and access to a wide variety of resources. The play and learning environment is well organised to promote independence in children in all routines. The rooms are safe and secure at all times, full and thorough written risk, assessments are carried out and reviewed regularly to ensure the safety of the children. The nursery has in place a very comprehensive range of good quality records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage (EYFS).

The management has a positive attitude and clear vision for the nursery. Self-evaluation involves the staff as they work together to build on the good practise and make plans for future improvements. The self-evaluation process takes into account the views of children, as they make changes to daily routines and rotate and plan resources that interest the children. However, currently they do not fully include views from the parents.

Inclusion is a very important part of the setting's practice. Staff highly promote equality and diversity within the nursery. Children's awareness of the society in which they live is incorporated within the planning of activities and experiences that they enjoy whilst at nursery. The environment positively reflects the wider community as children access an extremely extensive range of resources that help to promote a positive approach towards diversity and inclusion.

Children are happy and confident in their play and develop a strong sense of belonging, as they feel included and welcomed into the setting. There are good partnerships with outside agencies, and local schools, which contribute fully to their integrated care and education. The setting has developed close relationships with parents. They receive comprehensive information about the educational programme, and receive regular reports on their children's achievements and progress. They are given "Wow sheets", where they are encouraged to observe their own children at home and share this with the staff. Discussions with parents confirm their high level of appreciation and respect for the nursery. Parents comments include, "we are delighted with the nursery, and "our child is very happy and is always excited to come".

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

The staff have a good knowledge of the EYFS. An effective key worker system is in place, which clearly enhances the observation and assessment of the children. Staff spend time observing the children and use this information to identify their individual next learning steps. The next steps are then used to assess and track their progress alongside the development matters, and activities are planned accordingly. The written plans are clearly linked to all the areas of learning and

ongoing assessments map their progression and highlight their future learning opportunities; consequently, children are making good progress towards the early learning goals.

The environment is very well organised. Two different rooms are prepared with resources that children confidently choose activities they wish to explore from a wide and purposeful range of resources available. Staff get to know the children extremely well and they are aware of their individual needs. As a result, interaction and conversation is purposeful, supporting the children, extending and challenging them as necessary to ensure they continue to make progress.

Staff plan a broad range of exciting activities and experiences, which are geared around the children's individual interests and abilities. The outdoor area is open to children to play throughout the session and reflects indoor planning, so children may receive continuous learning, should they wish to venture outside. They benefit from a very exciting outdoor area, where they engage in uninterrupted play, in a very effective resourced garden; filled with a variety of interesting and challenging activities. For example, they have a small tyres, wheeled bikes and cars; a large climbing frame, a planting area that has an apple tree, vegetables; and where children grow various herbs or simply revel in digging in mud pits with a multitude of garden tools. Staff skilfully utilise all these experiences to enhance children's learning. Children are developing an understanding of their natural environment as they help to grow produce that they can eat, and dig through the soil to find snails and worms.

Children develop good skills for the future. Children have many positive opportunities to develop their independence and self-care skills as they confidently move around their environment. For example, children choose to have a picnic under the gazebo and are encouraged to cut their own fruit and pour their own water, which further develops their sense of independence and responsibility. Children are extremely happy and busy within their environment. It is evident that they have established extremely secure and trusting relationships with the staff and they feel safe. For example, staff take the time to talk to the children so that children feel comfortable and they are able to express their thoughts with everyone. Children also enjoy singing and story-time sessions where they, read stories about recognising different feelings and are encouraged to express themselves through gestures and movement. There is a good focus on promoting communication. Children are developing many important language and literacy skills as they confidently articulate themselves when engaging in daily routines. They have good opportunities to use a variety of mark making; such as painting, dough, and various sized pens and pencils. However, children do not have access to mark making in all areas of the setting that would fully support their early writing skills. Children develop good problem solving skills. For example, they learn about size and volume at the water tray and count blocks as they build complex constructions.

Children's well-being is a high priority, as staff ensure that children keep safe and healthy whilst in their care. The promotion of children's good health is paramount and is promoted through their healthy, wholesome and nutritious snacks and meals. Staff follow excellent personal hygiene procedures which are promoted to

children throughout the day. Children have excellent opportunities to get fresh air and enjoy energetic play. Children become enthralled with excitement as they discover two snails and two worms in the mud and learn about how they move and where they live. They also rise to the challenges of balancing and riding wheeled resources in the outside play area. Consequently, children are acquiring good physical skills.

Children are very confident and understand how to keep themselves safe as they clear away their plates and push their chairs under the tables after snack time. Children's knowledge and understanding of safety issues is further enhanced through regular fire drills and ongoing topics. Overall, children display exemplary behaviour. Older children are polite and respectful of each other as they learn the importance of taking turns. They look after their friends when they hurt themselves and then administer basic first aid, as they gently place a wet tissue over a grazed knee. Children learn effectively through play and develop many important learning and development skills, which help to set secure foundations for their future learning.

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	1
The effectiveness of safeguarding	1
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	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	2

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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