

Bluebells 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*.

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

Bluebells Nursery registered in 1995. It operates from a church hall in Kentish Town, in the London Borough of Camden. Children use the main hall and share access to a secure outdoor play area. The nursery opens each weekday from 9.30am to 1.30pm during term time.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It may provide care for 20 children under eight years at any one time, all of whom may be in the early years age range. There are currently 25 children on roll. The nursery provides funded education for children aged three and four. It supports children with special educational needs and/or disabilities.

There are three staff including the manager. Of these, all hold appropriate qualifications and one is currently working towards a degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are making good progress. This is due to the staff's good knowledge of children's care and learning needs and the good range of activities and resources available. Partnerships with others are well established and the nursery works well with parents and carers. Consequently, children's individual needs are met well. The nursery demonstrates a good capacity to improve and staff are committed to improving outcomes for children further.

What steps need to be taken to improve provision further?

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

- give time for children to pursue their learning without interruption, and to return to activities.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and the reporting procedures to follow. They implement effective policies and procedures to promote children's welfare. They conduct daily checks of the premises and effective risk assessment procedures are in place. Staff are well deployed which helps to ensure that children are supervised and kept safe. Robust recruitment procedures are in place and adults caring for children are suitable to do so. Staff carefully monitor visitors to the premises and only vetted adults have unsupervised access to the

children. As a result, children are safe and their welfare is promoted well.

The nursery demonstrates a good capacity to maintain continual improvement. Staff share a clear vision for the nursery and know their strengths and any improvements they need to make. They work closely with their local authority and take part in their schemes to reflect on practice. Part of this reflection includes peer observations to identify areas for further development. The manager recognises the importance of ongoing professional development and staff are encouraged to attend regular training courses. In addition, they are encouraged to develop further their professional qualifications. As a result, they develop their skills and knowledge and this impacts positively on children. The nursery has met the recommendations raised at the previous inspection which has also improved outcomes for children.

Staff work well together to provide children with a warm and welcoming environment which is conducive to their learning. Children are able to use an environment where resources are good, fit for purpose and which support their development well. Staff are passionate about children's learning and they have a good awareness of children's individual needs and backgrounds. As a result, they provide all children with good learning experiences based on their individual abilities and interests. The nursery acknowledges a range of festivals such as Diwali, Chinese New Year and Christian festivals. This helps children to learn about their own cultures and those of others.

There are good systems in place to promote partnership working with parents and carers. All parents have regular opportunities to meet with staff to discuss their children's achievements and progress. Each child has their own developmental records which clearly show parents how they are making progress towards the early learning goals. There is also information available to parents to help them understand the ethos and practices of the nursery. For example, photographs show children taking part in activities related to the different areas of learning and children's artwork is attractively presented throughout the setting. Consequently, parents are involved in their children's continuous learning and development. Parents are unanimous in their positive feedback about the care and education their children receive. For example, they state that they recommend the nursery to friends and family and they continue to enrol siblings.

The nursery has effective links with other professionals involved in the care of the children. For example, they work well with the local authority inclusion team to address any developmental concerns they may have. Staff also help children with the transition to school. For example, they take children for walks to their schools and teachers occasionally visit the setting.

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

Children are secure and develop a good sense of belonging. They have a good understanding of the boundaries and behavioural expectations of the nursery, in

relation to their ages. For example, children remind others to share and not to push. They receive lots of positive praise and encouragement, which supports their self-confidence and esteem. For example, they receive stickers for positive behaviour and for helping others. Children are kind and caring to one another, and many have developed good relationships with their peers. For example, a child collects shoes for a friend when preparing to go outdoors. They have good opportunities to develop independence. This environment is organised to encourage them to lead their own play. Children learn about diversity through discussions and activities. For example, staff challenge children's thinking in relation to gender expectations and roles.

Children make good progress in their learning and they are motivated, inquisitive and engaged in a wide range of activities. For example, they thoroughly enjoy taking their picnics onto the pirate ship. However, at times the organisation of routines interrupts children's play and concentration. Staff have a comprehensive knowledge and understanding of the Early Years Foundation Stage and children's individual learning needs. As a result, they are able to encourage and respond to children's interests and extend this through activities and discussions. For example, when children came up with the idea of having a pirate ship, staff use the climbing frame to make one.

Children's language is developing rapidly and staff regularly join in conversations with them. They introduce new words, pose open-ended questions and listen attentively to children. For example, during a fruit punch activity the children are encouraged to voice their ideas and thoughts. They have many good opportunities to develop their early mark making and creativity. For example, while outside they draw treasure maps and mark 'the spot' where staff can find the treasure. They also enjoy making beautiful chalk drawings of their friends. As a result, children develop good skills for the future.

Children enjoy regular fresh air and exercise. The outdoor area is organised well which enables them to extend their learning and skills. For example, they enjoy riding the tricycles and scooters, which they park in the numbered bays. In addition, children learn about healthy foods. For example, discussions take place with children about the vitamins in the different citrus fruits and what foods are good for them. Children also learn about their own personal hygiene through songs relating to their self-care and by following the routines of the nursery.

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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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