

Lisson Green Community Nursery

Inspection report for early years provision

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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

Lisson Green Community Nursery is owned and run by The London Early Years Foundation. It opened in 1998 and operates from the first floor of a converted children's home. It is situated on the Lisson Green Estate in the London Borough of Westminster. The nursery is open from 8am to 6pm Monday to Friday. All children share an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 39 children aged from three months to five years may attend at any one time. There are currently 45 children on roll. Children aged three and four years receive free early education. The nursery provides care for a number of children with special educational needs and/or disabilities and a number who speak English as an additional language. There are 11 staff employed to work with the children; of these, nine are qualified in early years. There are also four apprentices.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning in this stimulating, safe and inclusive environment. Overall, children's health and general well-being is effectively supported. Highly effective relationships with parents and other early years professionals enable staff to provide high levels of support to all children. The space is used well to create different play and learning opportunities for every child. Self-evaluation systems are secure, involving parents, children, staff and management in the decision-making. Therefore, the nursery is well placed to make continuous improvements.

What steps need to be taken to improve provision further?

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

- help young children understand that good practices with regard to hygiene can contribute to good health.

The effectiveness of leadership and management of the early years provision

Staff throughout the nursery demonstrate an excellent knowledge and understanding of safeguarding children. They are encouraged to attend training and are exceptionally clear about the policies and procedures. As a result, they are highly secure about the action they would take in the event of a concern with regard to children's welfare. Thorough and detailed risk assessments help staff to

maintain a safe and secure environment. Staff place the highest emphasis on safety, enabling children to take controlled risks under close supervision. Rigorous and robust recruitment and vetting procedures enable management to assess staff suitability for their role.

There are good systems in place to monitor and evaluate all aspects of the provision. Parents feel able to contribute and the children are encouraged to talk about what they like about the nursery. The manager motivates her staff team to strive for excellence. Consequently, staff are dedicated, working well together to improve outcomes for children. They have regular opportunities to attend training to increase their skills and support their personal development. Regular staff meetings and supervisions provide opportunities for staff to contribute to the development of the nursery. They all demonstrate clear ambition in providing high-quality care and education.

There is a broad range of resources throughout the nursery. Staff make effective use of the indoor space to create a good range of play and learning opportunities. Children confidently access the resources independently and move around the various play areas depending on what they would like to do. There is a good range of resources throughout the nursery that reflect positive images of diversity. The welcome poster shows many different languages and parents have been involved in producing this. There is an outdoor area that is used at different times during the day. This is currently being developed further to stop the safety surface holding water which leads to children getting wet if they fall over..

There are excellent partnerships with parents. Both parents and extended family members are encouraged to come into the nursery to share their skills. Consequently, excellent relationships are built and parents feel confident to share information about their children's progress. Parents report that they feel the communication between themselves and staff is excellent. Their children are making good progress because staff show a genuine interest in looking after them. Regular parent meetings provide excellent opportunities for staff to share the children's learning journeys and plan their next steps with parental input. Highly effective relationships with other early years professionals, such as speech therapists, enable staff to fully support individual children. The nursery special educational needs co-ordinator is very committed to devising individual learning plans to enable children to reach their full potential. Staff support children who are learning English as an additional language by using key words of their home language.

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

Children thoroughly enjoy their time in the nursery. They participate in a wide range of meaningful play and learning opportunities. In addition they go on regular outings in the community. They visit the farm where they experience wide open space where they squelch in the mud looking for insects. They benefit from visiting the local train station and the museums. A wide range of toys promote children's

choices in their play. Their individual interests are taken into account and staff plan play and learning opportunities to support this. For example, several children are interested in animals. Staff support this through changing the role play area into a jungle, making sure it is well-resourced to stimulate children's imagination. Babies and toddlers thoroughly enjoy singing sessions. Visual prompts and Makaton sign language are used to encourage children to participate. Children patiently wait their turn for a member of staff to complete a familiar rhyme and tickle them. They giggle saying 'again'. Staff praise them for good waiting. Children in the pre-school room thoroughly enjoy cooking jam tarts. They listen with interest as a member of staff shows them the recipe. They smell and touch the different ingredients. Staff encourage them to problem solve and talk about shapes as they cut out the circles for the base. Children excitedly measure their sunflowers comparing how some have grown very tall while others are quite small. They use rulers and staff help them to record how much they have grown. A member of staff supports a child to take a photo using the digital camera. Their learning is extended as they excitedly go around the room taking photos of the things that interest them. Consequently children are developing good skills for the future, enabling them to become independent learners.

Staff use effective methods to support children's learning. For example, a member of staff encourages a child to find their name by showing them the first letter. They compare the shape with the written form until they successfully find their name. Staff demonstrate good knowledge and understanding of the Early Years Foundation Stage and how young children develop and learn. They make effective observations of children's progress and use this information to help them plan for their individual learning needs. Consequently children make good progress in all areas of their learning.

Children are learning how to follow good hygiene routines. The majority of children wash their hands at appropriate times and understand why they do this. Children are not always encouraged to blow their noses and wash their hands afterwards. Staff change children's nappies throughout the day to enable them to be comfortable. However, they do not always follow the nursery policy with regards to encouraging children to wash their hands and begin to make the links with toileting. Children demonstrate excellent understanding of keeping themselves safe. They move around the nursery with care and show good understanding of safety issues. They are confident to take controlled risks, such as jumping off equipment because staff have shown them how to do this safely. Older children demonstrate to the younger children how to use the stairs safely. Staff gently remind babies and toddlers of safety issues, promoting their understanding. Children's behaviour throughout the nursery is good. They demonstrate kindness towards each other. A child notices another child's coat on their peg as they are getting ready to go outside. They pass the coat to the other child. Children learn to respect and value each other because staff are positive role models and they value each child as an individual.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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