

Nicoll Road Nursery School

Inspection report for early years provision

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Inspector Martha Darkwah

Setting address Nicoll Road Nursery School, 40 Nicoll Road, LONDON,
NW10 9AB
Telephone number 02089616648
Email leporedenise@aol.co.uk
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

Nicoll Road Nursery School was originally registered in 1992 and was re-established under new owners Leaps and Bounds, in 2011. The nursery operates from a two-storey, detached house in the Harlesden area, within the London Borough of Brent. There is a secure outdoor play area. Children have use of three playrooms on the ground floor and four rooms on the first floor of the premises.

There are currently 63 children in the early years age group on roll. The nursery provides free early education to children aged three and four years old. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery is registered on the Early Years Register to care for a maximum of 50 children from one year to under five years at any one time. Children attend for various sessions. The nursery is open from 8am until 6pm each weekday throughout the year, closing for one week at Christmas.

The nursery employs 15 staff, including the manager. All childcare staff have early years qualifications and many are working towards further qualifications, such as foundation degree and Early Years Professional status. The manager has a degree in early years. The nursery employs a cook and a gardener.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as activities, resources and planning successfully covers most aspects of their learning. The enthusiastic staff team work well together to provide a safe and caring environment for the children. Partnerships with parents and inclusive practices are exemplary in enabling staff to meet children's individual needs consistently. Partnerships with other professionals are good and benefit children well. Exceptional health arrangements promote the children's welfare. The thorough self-evaluation process enables the manager and staff to identify areas for improvement.

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 information and communication technology (ICT) resources available for younger children in particular programmable toys.

The effectiveness of leadership and management of the early years provision

This nursery is well led and managed. The kind and enthusiastic staff work well as a team to promote good outcomes for children. The staff team gives safety and safeguarding issues high priority to protect children. Staff members clearly know the possible signs and symptoms and the correct procedures to follow should they have concerns about a child's well-being. Clear and robust procedures are in place for the recruitment of staff. In addition, visitors to the premises sign the visitor's book and staff record children's nappy changes. The required documentation is available and well maintained in order to promote children's good welfare. Staff members supervise children vigilantly and use risk assessments effectively to make sure that children are cared for in a safe environment. They undertake risk assessments for each type of outing and keep a basic record of this. Regular fire drills take place and the staff keep a record of any problems encountered and how they were resolved as good practice.

The nursery has good systems in place to constantly review their practice and make changes to benefit the children. The nursery identifies and prioritises areas for further development and this includes using the views of children, parents and staff. Staff develop their skills by attending various training courses, for example, first aid and update on the Early Years Foundation Stage training, thus benefitting the children.

Staff provide an inclusive environment for all children and families with particular focus on addressing individual needs. Boys and girls alike achieve consistently well because staff plan for their individual learning whilst taking their interests into account. This in turn enables them to grow in confidence and self-esteem. Children are encouraged to embrace diversity as they use a range of positive image resources and take part in many activities to help them to understand the wider world. For instance, they celebrate Eid, Hanukkah and Black History Month. Children learn some words, sing songs, taste foods from the focus country and look at related books. There is an excellent range of activities, toys and resources to help children to appreciate diversity. The playrooms and garden are organised well to provide children of differing ages space to play. Children are able to help themselves to a good range of toys and resources safely.

Staff forge strong partnerships with parents and carers which enable children's individual needs to be effectively met. Parents are also involved with their children's learning as they contribute to their child's learning journal, and they come in to talk to children about their culture and profession. In discussion with parents during the inspection, they are unanimous in their positive feedback and state they are happy with the care and education their children receive. The nursery has established good links with others to benefit the children, for instance, local receiving schools and speech therapists.

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

Children are able to make choices about their play and their interests are included into planned activities. There is an effective system in place to plan a well-balanced curriculum and to assess the children's ongoing progress. Visiting teachers delivering weekly sports and music and dance sessions further enrich the curriculum. In discussions with children, during the inspection, they state that they particularly like painting, playing in the garden, sand and water play, and drawing.

Staff members are able to support children's learning well through the continuous play provision and purposeful interactions with all the children. They record individual children's next steps for learning and identify further areas to develop their exploration of living things. For example, they explore mini beasts in the garden, armed with magnifying glasses, and talk excitedly of their find and count how many. Staff provide encouragement and learning opportunities for children that help them develop many skills for the future.

Staff encourage very good hygiene procedures and children learn about healthy eating and discuss teeth hygiene through planned themes. Children eat nutritious snacks and meals, which provide them with positive messages about a healthy diet. Children develop very good independence skills, for example, as they pour their own drinks, make choices about what they want to play with and select materials. Children enjoy their play in a delightful garden, where they recycle, grow and harvest crops in the growing area. Children climb equipment, role play in a large tent and show a keen interest as they learn about the care of the hens and guinea pigs in the animal cage. Such a holistic approach successfully supports children's understanding of how to live a healthy lifestyle and introduces them to ideas of sustainability.

Children are developing good communication skills; they hold lengthy conversations with adults and are able to express their thoughts and views. Children develop good early-writing skills as they write for many purposes and they recognise their name, and different words in the environment. This enables young children to develop pre-writing skills for the future in a range of situations and for a range of purposes.

Children find out how things work as they use a range of tools such as computers, mobile phones, magnifying glasses, telephones and cash tills competently. Children show keen interest in problem solving as they fit puzzles together, sink and float objects in the water play, post shapes and build with various construction toys. Children have some opportunities to find out about and learn to use information and communication technology. However, the range of resources available for the younger children, for example programmable toys, are not extensive.

Children are extremely well behaved. They are developing friendships, take turns and positively interact with each other. Children develop a good understanding of how to stay safe as they learn how to use equipment safely, for example, as they cut with scissors and climb on apparatus. Thought-provoking activities also support

children's understanding of people who help us such as the police and fire brigade.

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	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	2
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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