

Langtry Nursery Centre

Inspection report for early years provision

Unique reference number 100540
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Inspector Caren Carpenter

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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

Langtry Nursery Centre registered in 1994 and is managed by the local authority. It is a purpose-built nursery centre located in the London Borough of Camden. Children have access to five play rooms, including a special needs unit for children on the autistic spectrum. All children have access to an enclosed, outdoor play area. The nursery serves the local community, with some referrals for children in need. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery opens on weekdays from 8am to 6pm for 48 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 73 children under eight years may attend. There are currently 71 children in the early years age group on roll. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery employs 29 staff members. The manager is currently completing the National Professional Qualification in Children Centre leadership. The deputy and two staff are currently completing an early years degree. Three teachers hold Qualified Teacher Status and all other staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The excellent knowledge of each child's individual needs makes certain that the staff promote all aspects of the children's welfare and learning with great success. Children are making excellent progress, given their age, ability and their starting points. The wealth of high quality play resources indoors and, overall, outdoors extensively enhances children's learning experiences. Exemplary partnerships with parents, carers, local schools and other agencies make sure that children's individual and additional needs are exceptionally well met. Robust self-evaluation by the management team, staff and parents successfully identifies areas for development and reflects capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the outdoor play space to enhance children's learning experiences

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding and excellent policies and procedures are fully implemented to safeguard children. Staff are highly qualified and well trained, with a strong commitment to making the nursery even better for children. They carry out excellent risk assessments in all areas and any necessary action is put in place to minimise risks to children.

The management team has a highly defined, clear vision for continuous development and works very successfully with staff and parents to improve standards for children. All staff have an active voice in the nursery's self-evaluation. Views of staff and parents are used exceptionally well to identify areas to improve. The nursery has addressed the previous recommendation most effectively, promoting children's welfare. The manager is highly committed to further improving the outdoor area to enhance children's learning and play experiences. The extensive, high-quality play resources and activities encourage children to be active, inquisitive and independent learners. Meticulous documentation relating to children's individual needs and care routines reflect a high-level of confidentiality. Staff work extremely well as a team so all children receive high levels of individual care and attention. Home visits and sensitive settling-in procedures lay the foundations for strong partnerships with parents. Consequently, staff know each child and their family circumstances very well and have excellent systems to ensure each child may take full part in the nursery. Knowledge about children is fully shared with all staff, so children learning English as an additional language or having individual education plans are supported fully.

Inclusive practice is a tremendous strength of the nursery. Staff work exceptionally well in partnership with parents and are extremely proactive in identifying any additional help required for children. They seek support from a wide range of professional agencies, including speech and language therapy, physiotherapy, occupational therapy and education psychology. They monitor individual educational plans so that children's individual needs are exceptionally well met. Children receive excellent ongoing one-to-one support from experienced, skilful staff so their individual requirements are extensively met. The manager establishes fantastic links with local teachers to support children's transitions to school. Children learn about diversity and equality superbly by informative, educational activities arranged by knowledgeable staff. For example, they explore different world festivals and celebrations such as Eid, Diwali and Black history month. Many posters reflect diversity and enhance children's understanding of other people.

Partnerships with parents are outstanding. They are welcomed every day; there are excellent, settling arrangements and weekly 'Stay and Play' sessions involve parents very successfully. In addition, fathers actively participate, for example, on father's day. Children relish having their fathers in, spending quality time joining in a range of exciting activities. Parents are exceptionally well consulted on their children's development. They are invited to regular meetings to discuss their children's achievements and to contribute to planning their next steps in learning.

Parent representatives on the parents' committee attend regular meetings with staff. They contribute to decisions about the nursery's future and organise special events, including those for the Queen's Jubilee and Olympics. Parents speak highly of the staff's commitment to settling children in and of the feedback they receive about activities their children enjoy. They say the nursery is wonderful; staff are exceptional, approachable and very friendly and show commitment, care and consistency in their work.

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

Children make outstanding progress in their learning and development. They make excellent choices about their activities and planned activities superbly reflect their interests and learning needs. Children show contentment and eagerly take part in the exciting activities on offer throughout the nursery. Staff plan tremendously well the individual activities that cater for children's needs to assure their successful future progress. They provide an excellently-balanced day where children mainly follow their own ideas. A combination of attractive photographs, examples of children's work and written observations provide a lively assessment of children's development.

Babies and younger children settle extremely well and demonstrate they feel safe and secure with staff. They play with high-quality toys and experiences successfully promote sensory development. For example, babies have a wonderful time exploring snow outdoors and have excellent opportunities to investigate objects, textures, colours and sounds in treasure baskets.

Children have a fabulous time designing and constructing robots using various tools and materials. They very proudly show adults the display of their robots around the rooms. Younger children have a wonderful time developing their imagination during exciting, imaginative, play activities. For example, children highly engage in discussion and role play in the 'fire station' and 'airport'. They have much fun finding out about different ways of travelling to their holiday destination, including by ship and aeroplane.

Children make excellent progress in their communication, language and literacy development. They absolutely enjoy participating and contributing in story sessions. Staff engage and sustain children's interest exceptionally well by encouraging their speaking and listening skills. Children have superb access to an abundance of quality books which they choose independently for pleasure in the cosy, libraries. Children successfully develop their early writing skills and have excellent opportunities to write for different purposes. Staff use letter sounds exceptionally well to encourage children to hear sounds at the beginning of words. This provides children with the foundation to form recognisable letters to write their names. Children have excellent opportunities to take home their favourite books to share with their parents. This provides parents with superb opportunities

to support and encourage children's learning. Consequently, children gain interest in reading and value books, successfully promoting their communication and language skills.

Children are exceptionally well supported to develop healthy lifestyles through provision of nutritious snacks and freshly cooked meals that support their individual dietary needs. They recognise when they are thirsty and help themselves to drinking water throughout the day. Children make excellent choices about whether they play indoors or outdoors. They engage in wide range of activities that enhance their physical development, as they confidently use outdoor play equipment to practise their physical skills. Older children have excellent awareness of personal hygiene routines. Visits from a dentist and a health visitor effectively support children's understanding of the importance of looking after their teeth and about healthy lifestyles.

Visits from the local community police and fire officer successfully help children to learn about staying safe. Children have secure, trusting relationships with staff and each other. They relish taking turns to help with simple tasks as part of the daily routine. They show by their actions that they understand nursery rules and boundaries and they behave exceptionally well. Overall children are extremely well prepared for their next stage in learning in this excellent and inclusive 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1

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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