

The Square School

Inspection report for early years provision

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Inspector

Arda Halls

Setting address

18 Holland Park Avenue, LONDON, W11 3QU

Telephone number

02072216004

Email

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

The Square School is privately owned and originally opened in 1969. It was newly registered with Ofsted in 2010. The school occupies parts of the lower ground floor and ground floor of a large house in Notting Hill in the Royal Borough of Kensington and Chelsea. The school is registered on the Early Years Register to care for a maximum of 18 children in the early years age range at any one time. There are currently 24 children in the early years age group on roll. The school is open each weekday from 9am to 4pm during term time. All children share access to a secure, enclosed, outdoor, play area. Children come from the local and wider community. The school supports a number of children speaking English as an additional language and children with special educational needs and/or disabilities. The school employs four staff, all of whom hold appropriate early years qualifications. It operates according to the Montessori ethos, combined with the Early Years Foundation Stage requirements.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's needs are successfully met so that no group or individual is disadvantaged. The provider fully maintains continuous improvements and sustains high standards of care. This means all children make excellent progress in their learning and development, including, overall, their independence. Staff extensively and consistently promote children's welfare. Partnerships with parents and others is highly impressive. Self-evaluation fully identifies the school's strengths with few priorities for development.

What steps need to be taken to improve provision further?

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

- maximising children's independence regarding the preparation of snack fruits and jugs of drinks.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of how to safeguard children which contributes to safeguarding being outstanding in all major aspects. Staff update their training and discusses procedures regularly so that they fully understand safeguarding issues. Policies and procedures are highly robust and consistently implemented so that concerns can be prioritised and dealt with effectively. New

staff receive an intensive induction which contributes to a safe environment for children.

Deployment of staff is highly effective. Staff work extremely well with one another and this contributes to children's learning being exceptional. Outcomes for children are clearly attributable to the excellent use of innovative and inspiring resources. The nursery is very well managed and is looked after extremely well. Children's achievements are clearly linked to the inspiring learning environment. Staff and children work enthusiastically to ensure that resources and the environment are fully sustainable.

Equality and diversity is fully promoted to provide an inclusive, vibrant setting for children of all backgrounds. Children are undoubtedly valued and integrated fully. Consequently, children's development is exceptional in relation to their starting points. For example, staff fully support children learning English as an additional language. Lists of important words and phrases in various languages are highly visible to help staff communicate with children when they first attend the nursery. Adults have a comprehensive knowledge of children's backgrounds and needs. Children fully learn about differences as well as gaining high awareness and understanding of disabilities. Consequently, the outcomes for children are highly positive.

Partnership with parents and carers is exceptionally positive. Parents' and carers' input is valued unreservedly. This results in significant contributions on key matters to the setting. Parents and staff have constant dialogue. They work together to monitor and self-evaluate the provision very effectively. Parents and carers are welcome at any time where they can contribute their suggestions and discuss the running of the nursery.

Partnership with others plays an important part of establishing fully effective working relationships with the nursery. There are a variety of partners in the community, such as the local authority, speech therapists, the fire brigade, police and other childcare providers. A selection of local schools makes valuable connections with the nursery to secure open channels of communication between everyone that is involved with the children. This highly successfully promotes children's welfare, learning and development.

The nursery staff work extremely well with one another. They actively support one another and work towards providing a highly impressive environment for children. Morale is high amongst the staff, who are very enthusiastic in their work. Fully effective self-evaluation contributes to the highly productive leadership and management of the school. Children, parents and teachers work in harmony to contribute to future planning and to focus on any aspect that needs to be improved. This contributes to the positive impact of the outstanding quality of the early year's provision. The capacity for the nursery to drive and maintain continuous improvements is significant.

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

Children make significant gains in their learning in this outstanding setting. Their individual progress is excellent. Their starting points and capabilities are accurately reported and, therefore, their progress is highly visible. Children clearly love learning as they play enthusiastically, laughing and talking freely with one another. They are highly confident that they can go to staff at any time for help and support. Children paint with gusto at the tables and the easel. They are fully considerate of one another and do not paint on one another's creative endeavours.

Children behave exceptionally well. They understand the rules and boundaries of the nursery which they have helped to devise. They understand that the rules help to keep them safe. They know not to run indoors and they know to tell the staff when they go to the toilet or if they wish to wash their hands during an activity. They have a significant sense of security. They are fully engaged in tidying up and recognise the tidy up song immediately. Children and staff interact with one another extremely well, which helps children develop into confident and articulate individuals.

Children gain an exceptional understanding about healthy lifestyles. They enjoy a nutritious snack of various fruits and a drink of milk or water mid-morning though staff cut up the fruit and fill the drinks jugs. Later, they enjoy a healthy lunch brought from home. They understand how healthy eating impacts on their bodies and they understand the importance of following high quality personal hygiene routines. There are excellent opportunities to engage in physical activities, both indoors and outdoors. Children understand the importance of wearing appropriate clothing for the weather and do not hesitate to ask for waterproof trousers if it is raining outside.

Children have undoubtedly a very strong sense of belonging in the setting. They settle into the routines of the nursery under the guidance of their key workers. This results in children who are confident, settled and successful at making secure friendships with their peers and the adults at the school. They interact with one another extremely well. When in doubt, they rush to find the egg timer; they use this to determine the time one child may have occupancy of a favourite toy before it is time to share with another child. They are significantly kind and considerate to one another and engage with visitors extremely well.

Children develop highly impressive skills for the future. Their skills in communication, language and literacy are exceptional. Their understanding of problem solving is outstanding. For example, children who prepare tables for snack are quick to recognise there are not sufficient places for children to sit. They immediately alert the key worker to how many more chairs and tables they need. They work exceptionally well using their own initiative. They work well individually and in small groups. For example they sing strongly and in unison during group time. They are enthusiastic in their singing and are fully engaged in singing about phonics with the aid of recorded music and instruction from the teachers. They learn to be very good listeners and to be patient with one another. This allows

children to develop excellent skills to extend individual learning, as no one is rushed into unrealistic timetables. It is awe inspiring to see how children are active and inquisitive learners throughout the day.

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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