

# Bowes Park Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	140406
<b>Inspection date</b>	24/07/2012
<b>Inspector</b>	Jacqui Hardie

<b>Setting address</b>	63-65 Whittington Road, Bounds Green, London, N22 8YR
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bowes Park Nursery registered in 1998. It is a privately run nursery and operates from a two storey building with access to six rooms and an enclosed outdoor play area. It is open each weekday from 7.30am to 6.30pm for 48 weeks of the year. It closes for a short period during Christmas. The nursery is situated in the Bounds Green area in the London Borough of Haringey and serves the local community. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for no more than 98 children under eight years of age, all of whom may be in the early years age group. No more than 36 children may be under two years old, at any one time. There are currently 143 children on roll. The nursery receives funding to provide free early education for children aged three and four years. It currently supports children with special educational needs and/or disabilities and children learning English as an additional language. There are 40 staff working with the children. The majority of the staff, including the manager, hold appropriate early years qualifications. One member of staff has Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very confident learners at this calm and friendly nursery. The staff team uses resources effectively overall to help all children make good progress. Children benefit from the mostly positive and trusting partnerships that exist between the nursery team and parents. Partnerships with other agencies are exemplary and are significant in supporting staff to meet all children's needs successfully. Most procedures to promote children's welfare work well in practice. The nursery has good capacity to maintain continuous improvement, as the staff team works together to create an effective self-evaluation process.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health)(also applies to both parts of the Childcare Register).
- 07/08/2012

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

- extend partnerships with parents to further involve them in their children's continuous learning and development, with particular regard to supporting

- learning at home
- review the organisation and layout of the Raindrop room to make resources more easily available.

## **The effectiveness of leadership and management of the early years provision**

Staff are clear about their responsibilities to protect children. All have safeguarding training, which results in good awareness of related issues. Robust recruitment and induction procedures successfully assess the suitability of staff to work with children. All staff have a Criminal Records Bureau clearance. Staff carry out thorough risk assessments on all areas of the nursery to identify and address potential hazards and minimise risks to children. Staff generally organise documentation effectively and ensure it is readily accessible. For example, comprehensive care plans for all children successfully support their welfare. However, staff are not always consistent in obtaining prior written permission from parents to administer medication, which is a breach of regulation. Nevertheless, they do communicate well with parents and keep a clear record of medicines given, so the impact on children is minimal.

Self-evaluation involves the whole staff team, which works together to build on good practice. Annual appraisals support staff development effectively and there is a strong commitment to training to improve outcomes for children. Staff receive positive encouragement to present information from their training courses to other staff. For example, they often make information booklets for everyone to share, which benefits children across the nursery. The nursery is successfully meeting all recommendations from the last inspection, which improves outcomes for children. For example, children have access to well-resourced imaginative play, which encourages them to use their own experiences to pretend to care for babies and to cook food. An extensive range of good quality resources is available in each room and staff generally use this well. However, in one room the storage of resources means that children cannot always access them easily.

Staff promote equality and diversity very effectively. They use their good knowledge of children's backgrounds, interests and next steps in learning to provide interesting and meaningful experiences. This means that they are successfully meeting the individual needs of all children. For example, staff incorporate cooking equipment from different cultures into children's play so that they can explore and compare new and familiar resources from home. Highly effective links are in place with external agencies, including the local Children's Centre, to support the progress of children with special educational needs and/or disabilities. As a result, staff plan activities well and children become very confident. Very well established links between the nursery and local schools mean that smooth transitions for children are in place, resulting in continuity of learning across the Early Years Foundation Stage.

Children benefit from the strong relationships between staff and parents. Parents speak positively about the nursery, commenting on the high levels of daily verbal feedback about their children's care. Regular meetings encourage parents to read

summary reports of their children's progress and talk in depth with the key person. Such meetings provide good information about children's learning although some parents comment that they would welcome additional feedback together with further information on how to support their children at home .

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

Staff have a good knowledge of the Early Years Foundation Stage and use this effectively to plan a wide range of activities, both indoors and outdoors. As a result, children are highly motivated and interested in the available activities. They are happy and secure, and develop a very strong sense of belonging. Staff effectively nurture children's emotional well-being through warm and purposeful interactions. They apply clear, consistent boundaries and children's behaviour is of a high standard as a result. Children play co-operatively, taking turns, and show concern for each other. They demonstrate a clear understanding of how to stay safe. For example, when serving lunch they warn each other that their lunch is hot and that they 'must blow on it and stir it'.

As a result of the nursery's involvement in the Every Child a Talker programme, staff give high priority to developing children's communication skills. Children communicate very effectively and are developing their thinking skills rapidly as staff skilfully use open-ended questions. For example, as children attempt to bury a toy elephant in the garden, staff extend their play by asking how they could cover up the elephant so no one can find it. This challenge leads to lots of problem solving solutions as children suggest 'pulling up long grass and putting it all over' and 'digging the mud back on and stamping it on all over'.

Staff working with babies use language effectively to describe their play. Babies respond positively to this approach as they explore their environment and build up close relationships with their key person. Older children are able to name and sound letters correctly and link these to their names and other objects. The inviting book areas foster a love of books in children. They are confident in identifying their favourite stories and characters. Children are confident in making marks and giving meaning to these. For example, after making a series of circles and lines on the easel, children explain that they have drawn a picture of themselves and talk about what they are wearing. Children enjoy developing their understanding of information technology as they use programmable toys during adult focused activities. For example, in the baby room, staff use an interest in push buttons on a musical frame to encourage babies to move independently from sitting to standing. As a result of all these experiences, children are confidently securing the skills they need for future learning.

Children are familiar with good hand washing procedures. They develop a good understanding of healthy eating as they prepare fruit for snack time and enjoy healthy warm meals for lunch. They benefit from frequent use of the outdoor play area where they enjoy a wide range of outdoor equipment, which challenges their physical skills.

The nursery has an effective method in place for monitoring children's individual progress. Observations, photographs and examples of work clearly link to areas of learning. Staff demonstrate an accurate knowledge of their key children and they use this effectively to identify their next steps in learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 01/08/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 01/08/2012