

Nursery on the Green Ltd

Foresters Hall, 44 Chase Side, ENFIELD, Middlesex, EN2 6NF

Inspection date

Previous inspection date

21/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children have access to a good selection of equipment and resources that support their learning and development. These are well used by children who have fun while learning.
- The environment is safe and secure. The staff give high priority to children's safety and well-being. Staff take appropriate action to reduce potential hazards to children both indoors and outdoors.
- Children receive good levels of support to promote their physical development. The environment is well organised so that children can move freely to explore and make choices in their play.
- All children are welcome and included. Staff work with parents to find out about children's individual needs and requirements. Children's home languages are valued.

It is not yet outstanding because

- Staff do not fully support children to represent and develop their own ideas during art activities. Children sometimes simply reproduce work that reflects staff ideas, not their own.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the registered person, manager and some staff.
- Observations were made of children across the age range in the main room and outdoor area.
- A joint observation took place with the registered person.
- Discussions took place with parents throughout the course of the inspection, as they were available, including the parent of the child that was tracked.
- A selection of records and documentation relating to children's progress and development, safeguarding, and staff suitability were sampled, as were parent questionnaire responses and newsletters. The setting's records relating to quality assurance and self-evaluation were also examined.

Inspector

Vicky Vasiliadis

Full Report

Information about the setting

The nursery registered in 2012 and is located in a residential area of Enfield Town in the London Borough of Enfield. The nursery is open from 7.45am to 6pm on a daily basis for

50 weeks of the year. They close for a week at Christmas and a week in the summer. Children have access to one main play room, with a separated area for the under two's. There is an enclosed outdoor area available.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are 34 children on roll within the early years age range. Children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities.

A team of eight staff are employed on a full-time basis, five hold appropriate early years qualifications, including the Registered Person and the manager.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Strengthen the programme for expressive arts and design, by providing children with more opportunities to use their skills and explore concepts and ideas, through their own representations

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff successfully identify children's starting points working closely with children's parents. Systems for observation, assessment and planning are effective. Staff have a thorough knowledge of each of the children in their care. Children are provided with a stimulating and well-resourced environment that supports their all-round development. For example, the garden is well organised with resources and activities attractively presented and easily accessible to children. The staff involve parents in their children's ongoing learning and development, as they share development records with them. Parents' evenings have recently been introduced to help keep parents informed of their children's achievements.

Children are excited to explore the different resources and equipment available to them. They take great pleasure in using the ride-on cars, exploring the birdhouse and plastic bugs hidden outside. Resources and activities are well suited to children's interests and abilities. Children are suitably challenged and are motivated in their learning. Children begin to understand that print carries meaning and the more able children handle books with care and enjoy having stories read to them. Staff use puppets and props to further engage children in listening to stories and sharing books. Older children are confident

speakers and enjoy talking to visitors about what they have done whilst at nursery. Staff support children's language skills well. They constantly talk to children, respond to their questions and pose open-ended questions. This encourages children to think for themselves. Children are supported to develop an understanding of numbers. They learn to count everyday objects, such as the amount of cars they have whilst engaged in play. Children begin to develop an interest in technology as they have access to resources that promote this, such as programmable toys. They have opportunities to express their creativity as they use pencils, crayons and paint to draw pictures and make marks. However, not all staff fully enable children to create and represent their own thoughts and ideas.

Children receive lots of praise and encouragement for their efforts and achievements, which promotes their self-esteem and confidence. They feel included and valued as staff work well with parents to find out their individual needs and requirements. Staff know the home languages of children and find out key words. This helps staff to communicate with children. The staff pay particular attention to supporting children in the transition from home to nursery. They work with parents to agree a settling in process, so that children's needs are met. Children access a good range of resources that support their understanding of others within the wider community. In addition, there are plans to acknowledge a selection of festivals as they arise. Parents are welcomed into the nursery to share their faiths and cultures. Consequently, children begin to develop an understanding of equality and diversity.

The contribution of the early years provision to the well-being of children

Children are able to access an environment where resources and equipment are fit for purposes, of good quality and well maintained. Resources and learning opportunities, based on children's abilities and interests help to support children's all round learning and development. Consequently, children make good progress in relation to their starting points.

An effective key person system is implemented. This helps children to feel secure and confident within the nursery. Children of all ages display a sense of belonging and appear settled and happy. Children behave well in relation to their ages and levels of understanding. Staff implement appropriate behaviour management methods and effective policies support practice. Staff talk to children at their physical level and encourage them to share and take turns during their play. Children's independence skills are fostered as the environment is well organised. For example, children's pegs are at low-level so that they can hang up their coats and other belongings independently. They are able to make choices and lead their play, as resources are easily accessible. As a result, children are inquisitive and independent learners and their skills for the future are well promoted.

Children learn the importance of following routines that support their understanding of self-care. They know to wash their hands when they are dirty, and children use the sink in the room to do so independently. Staff are fully aware of children's dietary requirements

and they work with the chef to ensure that these are implemented. Children enjoy mealtimes as they sit with their peers and enjoy dipping carrots and other vegetables into their dips. Children develop their physical skills as they routinely access the outdoor area. They enjoy moving around freely and practise their large motor skills. The nursery environment is well organised and safe. Babies have plenty of space to crawl, stretch and explore in safety. They confidently use the furniture and equipment to pull themselves into a standing position and to develop competent walking skills.

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

The management team has a clear understanding of their responsibilities in meeting the learning and development requirements. They ensure that they remain up-to-date with changes. Both the provider and manager have attended training in respect of the revised Early Years Foundation Stage. They work well together to monitor the educational programme. For example, they are in the process of reviewing and amending their systems for observation, assessment and planning to bring these in line with recent changes. In addition, the management team are due to provide staff with in-house training. This will help to ensure that staff have appropriate knowledge and skills.

The management and staff are fully aware of, and meet the safeguarding and welfare requirements. They ensure the safety of children as effective risk assessments procedures are implemented. Staff are well deployed, which helps to ensure that children are closely supervised and their safety is promoted. Staff monitor visitors to the premises, and any individuals not vetted do not have unsupervised access to children. Robust recruitment procedures help to ensure that adults caring for children are suitable to do so. Staff have a clear understanding of safeguarding issues and the reporting procedures to follow. In addition, there are written policies and procedures in place to support practice.

Although the setting has only been in operation for a short time, the management team has a clear vision. They know where their strengths lie and what improvements they need to make. For example, they worked with the local authority in order to develop the outdoor area. Since then, the outdoor space has been redeveloped to enable children to have good learning opportunities outdoors. The views of parents and carers are actively sought; they are able to make comments verbally at collection and drop of times. In addition, the nursery web page is being developed so that parents can complete questionnaires anonymously.

There are good systems to promote partnership working with parents and carers. There are informative notice boards in place, which provide parents with information about policies and procedures, planning and photographs of children's key persons. All parents have opportunities to meet with staff to discuss their children's achievements and progress. Each child has their own personal developmental record, which charts children's progress and achievements. Comments from parents are positive about the care and education that their children receive. The management team understands the importance of developing links with schools and other professionals involved in children's care, as the

need arises.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445394
Local authority	Enfield
Inspection number	884100
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	34
Name of provider	Nursery on the Green Limited
Date of previous inspection	Not applicable
Telephone number	020 8292 0262

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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