

Bowes Park Nursery

63-65 Whittington Road, Bounds Green, London, N22 8YR

Inspection date

06/11/2012

Previous inspection date

24/07/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Overall, the nursery provides effectively for children, supporting them in making good progress in their learning and development.
- The committed and knowledgeable staff team has created a welcoming and inclusive environment, where children are valued and respected as individuals.
- Observation, assessment and planning are generally effectively used to identify and support children's individual learning needs.
- Strong partnerships with parents and others significantly contribute towards positive outcomes for all children, including those with special educational needs and/or learning difficulties and those who speak English as an additional language.
- Leadership and management, including the capacity to maintain continuous improvement are good. The manager and staff share a clear vision for the nursery and are committed to further promoting positive outcomes for children.

It is not yet outstanding because

- The effective use of observations, assessment and planning is not consistently applied throughout the whole nursery. Consequently the progress of all children is not maximised.
- Babies do not have sufficient opportunities to engage in outdoor play.

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 carried out observations in both the indoor and outdoor play areas.
- The inspector held discussions with the manager and the director, and spoke to staff.
- The inspector spoke to some children and parents.
- The inspector looked at children's assessment records, planning documentation and a range of other documents.
- The inspector carried out joint observations with the manager and engaged in discussions afterwards.

Inspector

Samantha Smith

Full Report

Information about the setting

Bowes Park Nursery registered in 1998. It is a privately run nursery and operates from a two storey building with 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. There are currently 137 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.

What the setting needs to do to improve further

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

- plan and provide space and opportunities for babies and young children to explore outdoors
- improve the use of observations and assessments to inform planning so that activities build on children's individual abilities.

Inspection judgements

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

Children are confident and happy in the nursery. They spend their time fully engaged in a range of purposeful activities that support their development. As a result, they are making good progress in relation to their starting points. Observation and assessment are used to identify children's achievements and the next steps for their learning. In the older age groups the information gathered is used very effectively to support future planning. However, this is not so consistently done in the baby group. This means babies' learning and development is not always maximised. Staff support children's learning well overall, they provide a balance of free choice and adult-led activities. The indoor environment is very well organised, allowing children to use a developmentally appropriate range of toys and resources that support their development across all seven areas of learning. The key person system is working well to support children and to engage effectively with parents. Parents are encouraged to be involved their children's learning by sharing their observations with their child's key person Occasionally, key persons visit children at home to consolidate their observations with parents.

Babies and young are cared for in a warm and cosy environment on the first floor of the building. They show through their behaviour and expressions that they feel safe and secure, and enjoy the warm and trusting relationships that they have established with the staff. They enjoy cuddles and close contact with staff, who spend time on their level engaged in play. They are developing their skills as they explore and investigate the variety of easily accessible resources. They enjoy action songs, and staff encourage them to express themselves through gestures and body language. This promotes good early communication skills. However, opportunities for them to explore the outdoor environment are limited.

Older children and pre-school children are located on the ground floor; they benefit from direct access to garden and enjoy a very spacious room, set out in areas promoting different areas of learning. These include a comfortable area to look at books, an area for writing and mark-making and an area for children to engage in messy play activities. Staff engage well with children, observing what they are doing and encouraging conversation. They make good use of questioning to extend children's learning and help consolidate their thinking. Children's communication and language development is further promoted because staff introduce new words and use techniques such as modelling language patterns and repetition to support children's spoken language.

Good provision is in place for children who need additional support. Additional resources, such as visual aids and signing help support children with special educational needs and/or disabilities and those who have English as an additional language. This enables them to express themselves and interact with others. Staff work closely with parents when children speak English as an additional language, ensuring that all children make sufficient progress across all areas of the curriculum.

Children's mathematical learning is promoted effectively as they use construction blocks to discuss and compare size and shape. Younger children learn to recognise colours as they play simple matching games.

Outdoor play features regularly throughout the day, providing older children with regular opportunities to enjoy fresh air as they take part in physical activities. Staff are currently planning to develop the outdoor areas in order to provide children with a wider range of experiences in the different areas of learning.

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

Children are cared for in a warm and welcoming environment, where high priority is given to their safety and well-being, and staff are well aware of their role in this. There is an effective key person system, which supports children in developing secure attachments. Consequently, children demonstrate a strong sense of security and are confident and self-assured in the nursery. Babies separate from their parents with ease and join in activities,

demonstrating that they feel safe and secure.

Staff are good role models; they use consistently applied strategies and provide clear guidance and explanations to support children's understanding of acceptable behaviour. As a result, children are aware of the boundaries within the nursery and are well behaved. They respond positively to staff's instructions, sharing fairly and taking turns. They are encouraged to talk through and resolve issues for themselves, and they receive lots of praise and encouragement, which supports their confidence and self-esteem. They are learning to keep themselves safe, respect their environment, resources, and each other through the gentle reminders that they receive from staff. For example, during free play activities, staff encourage children to show consideration for those who choose to engage in quieter activities.

Staff make every effort to promote a fully inclusive environment; they take positive steps to ensure that all children are able to fully participate in nursery life. For example, they find out key words in children's home languages and use them to help support effective communication and to meet their needs. In addition, some staff use sign language and speech to support further communication with children.

Children's health is promoted well as they enjoy a nutritious and well-balanced menu and help themselves to drinks throughout the day. Older children demonstrate an excellent understanding of good personal hygiene through established and well-organised daily routines. They are competent to manage their personal needs, for example blowing their noses and disposing of tissues after use. They consistently wash their hands before meals and after using the toilet without being prompted. Staff are particularly conscientious to avoid the spread of infection and cross-contamination, and hygiene is promoted well.

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

The nursery is effectively led and managed. Arrangements for safeguarding and protecting children's welfare are firmly in place; associated documentation provides a good framework for staff's practice. They have a clear understanding of safeguarding issues as they form part of the induction process and ongoing training. Both the manager and staff team demonstrate a real commitment to working together with parents and outside agencies. This significantly impacts on the continuity of care and learning of children. Parents express high levels of satisfaction with the nursery and the progress that their children are making, and especially appreciate the friendly and professional staff. Links with schools are firmly embedded and result in children being well prepared for moving onto school.

The management team has a good overview of the curriculum. There are effective monitoring systems in place to ensure that children are offered a broad range of experiences in the different areas of learning and to ensure that each child's learning

journey is monitored. Overall, the quality of teaching and learning is good, with children acquiring the skills that will help them in their future learning. Staff regularly observe and assess their key children and use the information gathered to plan focus weeks, mostly taking into account the information gathered through spontaneous observation. However, this is not consistent throughout the setting. The management team is aware that some staff may need additional support in doing this.

The self-evaluation systems demonstrate that the team is confident in identifying clear targets to bring about continuous improvement within the setting. Staff regularly reflect on their practice during team meetings, which enables them to identify strengths and areas for development in the nursery. There are effective systems in place for performance management and continued professional development. The manager encourages staff to access further training according to their professional needs and interests, and any new skills gained on training are shared to enable all staff to benefit. There is a clear vision of how they intend to continue to improve outcomes for children. They actively seek comments from local authority professionals and use feedback from parents and children to help evaluate their practice.

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	140406
Local authority	Haringey
Inspection number	885391
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	98
Number of children on roll	137
Name of provider	Bowes Park Nurseries Ltd
Date of previous inspection	24/07/2012
Telephone number	020 8888 1142

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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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