

Pentland Nursery

Pentlands, 224 Squires Lane, LONDON, N3 2QT

Inspection date	08/11/2012
Previous inspection date	03/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely content and happy within their safe and vibrant learning environment. It is evident that they have developed secure and affectionate attachments with their key person.
- Children are developing exemplary social skills; overall, they are polite and respectful to each other and to the adults who care for them.
- Staff are dedicated to meeting babies' individual needs, they successfully adapt their own time to ensure that babies routines take priority over the general routines within the nursery.
- Staff plan excellent opportunities for all children to develop their interests. This supports children in developing enthusiastic attitudes towards their learning.
- Staff are committed to working in partnership with parents. They plan purposeful opportunities for parents to understand how children learn and give them confidence to support learning at home. Parents demonstrate high levels of satisfaction with the care and learning opportunities available to their children.
- Staff demonstrate an exceptional commitment to promoting quality practices within the nursery. They are continually mindful of opportunities to enhance children's care and learning experiences through sensitive and supportive interactions.

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.

Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside in the garden.
- The inspector and manager undertook a joint observation of children and staff during lunch time.
- The inspector talked with staff from each room, and held meetings with the manager of the provision.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

Pentland Nursery opened in 1998. It is a privately run provision managed by Bright Horizons Family Solutions Limited. The nursery operates from a terraced house which has been extended to provide purpose built accommodation for children. All children have access to a garden area. The nursery is situated in Finchley Central in the London Borough

of Barnet. The nursery serves families working in the Pentland main building and also provides places for families living in the local and wider community. The nursery is open each weekday from 8am until 6pm all year round with flexibility for extended hours between 7.30am and 6.30pm at parents' request. Children may attend on a full or part-time basis.

The nursery is registered on the Early Years Register and provides free early education for three and four-year-olds. There are currently 23 children aged from five months to under five years on roll. The nursery currently support a number of children who speak English as an additional language. There are seven members of permanent staff working with the children alongside three bank-staff who are primarily based in this nursery. The manager holds an Early Years Foundation Degree, and the deputy has a BA in Early Childhood Studies Degree, the third person in charge has Early Years Professional Status, all other staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- seek additional ways to assist children in sustaining their enjoyment of mark-making in the garden area in all weathers.

Inspection judgements

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

Children make excellent progress in all areas of learning. Staff are exceptionally knowledgeable about how children learn and consequently effectively support learning through play. Planning is effectively targeted to individual children with their learning needs carefully included. Learning plans link closely to all seven areas of learning and relate to children's ages and stages of development. The key person system is well established within the nursery. This supports purposeful partnerships with parents and carers. This results in all aspects of children's care and learning prioritised within the nursery. Staff gather detailed information about children's interests and home languages. This, coupled with regular observations of their progression, successfully informs a rich and varied educational programme.

Children are extremely busy and happily engaged all of the time. For example, children who enjoy active pursuits and spending time within the garden receive effective support to do so. The nursery operates a free-flow provision which allows children to move freely

between the indoor and outdoor environments. Children wear appropriate clothing to do so. They are excited to run, and move around imaginatively in their garden. They expertly manoeuvre their bikes around the various equipment and when there is someone in their way they politely ask them if they can move aside. They are thrilled to use gardening tools to find fat worms and spiders in their digging area. Staff sensitively intervene offering the use of additional tools, including magnifying glasses, to increase their ability to observe what they have found. Staff effectively use these experiences to extend children's vocabulary and encourage them to discuss what they can see. These valuable teaching practices enrich children's learning opportunities as they are clearly motivated to engage in activities that excite their interests.

Children are developing excellent communication and language skills. They are confident to express their wishes and to initiate discussions with peers and staff. For example, children are curious to know why the moon and stars come out at night-time. Staff support these discussions with the use of factual books and promise to take children to the library to get further information. Babies and toddlers are supported to communicate through purposeful interactions with their key person. They enjoy listening to songs and rhymes. Staff continually engage with babies at their level and ensure they maintain positive eye contact. Staff effectively use key words in children's home languages which supports developing communication. Older children are enthusiastic to make marks both inside and out in the garden area. They confidently write their names and recognise familiar print in their environment. For example, they have made written labels for various displays in the nursery including a sign for the bathrooms. Children are excited to share with the inspector self-portraits that they are drawing. They sit for extensive periods at the small writing table in the garden, however, their writing is continually disrupted as the wind blows their paper onto the floor.

Children benefit from a rich learning environment. Resources are of a high quality and are effectively organised to promote children's independence. This is consistent within all rooms which enable even the youngest children to become confident and independent learners. Children assertively lay the tables for lunch as they calculate how many plates, knives and forks they will need for all their friends. Staff effectively challenge children's problem solving skills as they encourage them to think about how many more items they will need. Children confidently count and can recognise numbers in both their indoor and outdoor environments. They are skilled in serving their own food and pouring their own drinks which results in them being extremely effective in managing their own needs. Babies are excited to spend time in the garden as they use walkers to develop their physical skills, assisted by staff. Non-mobile babies enjoy exploring books and activity centres that have been set up on soft mats. Staff continually praise the babies efforts which results in lots of smiles and babbles of appreciation. Inside babies love to explore a variety of natural materials including shredded paper. They are intrigued by the textures which are explored through all their senses. Staff are vigilant to children's individual needs. For example, when changing babies' nappies they continue to talk to them and encourage them to look at themselves in the mirror. This results in babies being content all of the time as staff ensure that even care routines are fun.

Staff value working in partnership with parents and where necessary with outside professionals to support children's ongoing learning. Discussions with parents demonstrate

that they value opportunities to discuss their children's progression and be involved in recording observations at home. They express great enthusiasm for information evenings held by staff which supports them to understand the Early Years Foundation Stage framework. Parents speak highly of the staff team who they say know their children extremely well. Overall, the nursery provides a successful start to children's learning journey which helps them to develop a desire to learn and to support their next stage of learning.

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

Staff have established secure and warm emotional attachments with their key children, this is evident in the caring relationships observed. Babies love cuddles and close contact when they have awoken from their nap. However, they are equally confident to move away and explore their environment independently. This demonstrates their developing confidence in their own abilities and the fact that they feel safe and secure to explore. Older children enthusiastically grab their key persons hand as they excitedly lead them into the garden to show them a new bug that they have found. Discussions with parents reiterate these exemplary relationships as parents say, 'my child's key person is amazing, she knows how to meet his individual needs. My child constantly talks about his key person at home which makes me feel so happy that they have a strong bond'. Parents also share in the successful settling in procedure that is followed for their children to support a smooth transition from home to nursery. Staff work effectively and are clearly focused on meeting children's individual needs in partnership with parents.

Children are developing courteous and respectful behaviour as they follow the exemplary role models of the staff who care for them. Children excitedly share with the inspector their handmade book which depicts the positive behaviour that is expected within the nursery. They are able to discuss in detail why you must always be kind to your friends and why you must behave in safe ways. For example, they discuss why you must not climb on furniture in the classroom as you could fall and how running inside may be dangerous. Children's understanding of safety is positively promoted through all aspects of their daily routines. They learn how to use an excellent range of resources safely, which include scissors, and gardening tools, whilst also learning to manage risks and challenges in the garden.

Staff provide a very stimulating, challenging and accessible learning environment for all children. Imaginative experiences are available for children both indoors and out of doors. For example, children are excited and curious to explore the garden by torch light in the dark autumn evening. Children's home languages are attractively displayed within the nursery alongside photographs of children's families. This helps to promote a welcoming and inclusive environment for all children. Children have brilliant opportunities to explore their own community through regular walks and visits. They can talk about their home lives and celebrations and learn about those of others. For example, children excitedly show the inspector their henna tattoos painted on their hands to celebrate Diwali.

Lunch time is a wonderful opportunity for children to develop self-care skills as they

purposefully lay the tables with table cloths and put flowers and a safety candle on the table. This creates an inviting and relaxed atmosphere for lunch. During this time children chat amongst themselves and with staff, this creates an extremely positive social experience for all. Children are developing an excellent understanding of why they must follow effective personal hygiene measures. They confidently discuss the importance of cleaning hands before you eat as this helps to prevent the spread of bugs. They understand why it is important to eat healthy foods and they relish the wholesome and nutritious home-cooked foods that are prepared for them. Overall, children are developing excellent skills and positive attitudes to underpin their eventual move to school.

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

The manager and her staff team have an excellent knowledge and understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust systems practiced by vigilant staff ensure the children are exceptionally well safeguarded in the nursery. There are accurate systems in place to assess potential risks and support the effective management of a safe and secure environment for children. The company that oversee the management of the nursery apply rigorous vetting and recruitment procedures to support the safeguarding of children. All staff complete mandatory health and safety and safeguarding training. Discussions with staff demonstrate that they have a confident knowledge and understanding of promoting children's welfare. They are clear of their roles and responsibilities to initiate outside support should they have concerns.

The staff team are highly qualified which is reflected in the excellent practices that are in place to help keep children safe and to ensure that they receive high quality learning experiences. Staff benefit from regular appraisal meetings that celebrate their successes and identify opportunities for further professional development. Staff demonstrate that they feel extremely well-supported and enjoy all the learning opportunities that are presented to them. The company as a whole are duly focused on promoting quality provision. There are comprehensive monitoring and evaluation systems in place to ensure that the learning and development requirements are effectively implemented. This ensures that all staff are focused on their roles and responsibilities with regards to assessing their key children. Staff confidently raise any concerns that they may have about individual children's progression so that early support can be initiated. There are no children at present requiring support from outside professionals, however, staff are trained in making these links in partnership with parents.

All staff, children and parents are exceptionally well engaged in assisting the self-evaluation process. Sharply focused targets are set to bring about improvements in the nursery. A recent success has been the introduction of reformed early learning journeys for the children and progress checks for children aged from two years. Staff are fully on board with the new requirements and have made excellent progress in adapting their systems to meet new requirements. They enthusiastically discuss their key children's progress and how they set challenges to extend and enhance children's learning. This

results in a seamless transition from the old to the new framework.

'Parents are key to the success of the nursery' was a sentiment shared by the manager. Staff reinforce this positive practice as they value parents contributions towards their children's ongoing learning journals. Parents views are regularly sort through verbal feedback and questionnaires that are analysed and action taken where appropriate. There is an exemplary attitude towards team working. Staff not only have their own key children but also act as a back up key person for their colleagues individual children. This ensures that children always have a special person looking out for their individual needs when their key person is absent. The nursery has established very good partnerships with two local schools that some of the children move on to. The manager is keen to extend these partnerships to other schools so that transitions for all children are a positive experience.

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	EY280175
Local authority	Barnet
Inspection number	814683
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	23
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	03/06/2009
Telephone number	0208 970 2441

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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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