

# Abracadabra Preschool Nursery

St. Patricks Social Club, Hardie Close, LONDON, NW10 0UH

## Inspection date

Previous inspection date

08/02/2013

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 are settled and happy as they enjoy making choices about their play from a good range of quality resources.
- Children are developing good listening and communication skills as staff spend considerable time speaking with children and engaging them within language-focused games.
- Children have developed secure and warm attachments with their key person. The impact is that children demonstrate that they feel secure and comfortable in their environment.
- The manager and her staff team demonstrate a strong commitment to making improvements and involving both children and parents within these processes.

### It is not yet outstanding because

- Staff do not provide consistent opportunities for children to share and use their home languages in the nursery setting.
- Staff do not provide children with opportunities to make free choices about when they would like to play in the outside environment.

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

## Inspector

Siobhan O'Callaghan

## Full Report

### Information about the setting

Abracadabra Preschool registered in 2012. It is privately owned by Abracadabra Pre-school Academy Ltd who also own one other nursery provision in the Colindale area. The nursery operates from a church hall, which has been converted to meet the needs of the children.

The nursery is situated in Neasden in the London Borough of Brent. Children have access to two partitioned rooms. All children share access to an enclosed outdoor play area. The nursery serves the local and wider community and is open for 50 weeks of the year. The nursery is open each weekday, from 8am to 6pm, offering both full- and part-time places.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged three and four years. There are currently 15 children aged from 19 months to under five years on roll. The nursery currently support a number of children who speak English as an additional language, and many children speak three languages. There are five members of permanent staff working with the children. The manager has Early Years Professional Status and 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:**

- provide opportunities for children to move freely between the indoor and outside environments
- extend opportunities for children to use their home language within their play and learning.

### **Inspection judgements**

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

Children are happy and busy in their nursery environment. They are making good progress across all areas of learning as staff successfully plan activities around their individual interests. Staff demonstrate a confident knowledge and understanding of how children learn and how to plan effectively to support each child's developmental needs. This means children enjoy purposeful and challenging play and receive appropriate support to move onto the next stage in their learning. Children develop good levels of independence and self-care skills as they confidently help themselves to their own lunch. They also enjoy choosing when to eat and drink during the morning because the snack table is set out for them to freely access. Even the youngest children are competent in making these decisions as they follow the older children's role modelling.

The nursery team has been part of the 'Every Child a Talker' programme to develop

children's communication and language. This has had a positive on their teaching and how they support children's developing language skills. For example, children enthusiastically play listening and language games, learning to recognise the sounds of various animals. They then discuss with each other what animal might make this sound. Children demonstrate good listening skills and enjoy receiving praise and encouragement from staff, which helps them feel good about themselves. Staff also use these opportunities to teach children about the importance of taking turns and how they need to follow simple rules. A large majority of the children currently attending are bi-lingual with many speaking three languages at home. Staff acknowledge the different languages in the nursery through the provision of posters and recording some key words in children's home languages. However, there is less focus on supporting children's differing home languages within their active play and learning. This has an impact on their developing communication and language skills.

Children have daily opportunities to access the garden and engage in energetic play. They competently climb apparatus and love the challenge of walking on stilts, which helps to promote their balance and coordination. Staff skilfully extend children's understanding of mathematics during these fun activities. For example, they ask children to predict how many steps it will take them to get to certain areas of the garden. Children excitedly take on the challenge and are delighted that they can balance for as long as 20 steps, which is how long it takes to get to the gate. Staff effectively plan the outdoor area to encompass all areas of learning. However, they do not provide free-flow play opportunities for children so that they can move freely between the indoor and outside environments. The manager acknowledged that this is an area to develop in order to benefit the children's active physical learning.

Older children are developing many valuable skills that will support their learning when they move onto school. For example, they are beginning to write their names and recognise familiar labels in their environment. Children have positive relationships with both staff and their peers; they enjoy being helpful and are respectful of their environment. Discussions with parents demonstrate that they are very happy with the quality of care and the learning experiences offered to their children. They feel well informed about their children's progression and enjoy contributing to the individual planning that their child's key person completes. Parents' comments include, 'My child has become very mature in the short time they have been here. My child talks fondly of friends and their key person' and 'My child has developed so much confidence they are learning something new every day.'

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

The nursery team work effectively to create a calm and friendly atmosphere for all children. They model courteous and cooperative behaviour to children; consequently they are developing polite and respectful behaviour. The children enjoy supporting staff in keeping the environment safe and suitable for play. For example, they are quick to offer to help clean rainwater from outside equipment so that everyone can enjoy playing in the garden.

The staff team maintain a daily risk assessment of the nursery and resources to help ensure that children are cared for in a secure and safe environment. Children show they feel safe and happy; it is evident that they have formed secure relationships with their key person. For example, they enjoy cuddles and positive interactions both in their self-chosen activities and in those that the adults lead. Staff value and follow children's home routines, which supports their personal and emotional well-being.

Children are developing many confident self-care skills as staff discuss with them why they must wash their hands and cover their mouths when they cough. This helps them learn about a healthy lifestyle. Children have healthy appetites; they enjoy mealtimes where they receive nourishing home-cooked meals. Staff use these opportunities to discuss with children the importance of healthy eating and the impact that this has on their bodies. Staff teach children about the positive benefits of engaging in regular exercise. Topics covered include exploring with children what happens to their bodies when they rest and when they take exercise. This helps children understand how their body functions.

Staff effectively support children to understand the importance of safe practices. For example, they know that it is dangerous to run inside or to climb on nursery furniture as they may get hurt. Equally, staff positively allow children to take some measured risks in their play to help them develop resilience. For example, children benefit from opportunities to climb, run and engage in balancing activities in the garden. Children learn why it is important to get out of the building quickly and safely when practising emergency evacuation drills. Staff successfully plan topics to further support children's knowledge and understanding of keeping safe, which includes looking at the roles of people who help us, such as the Fire and Police services.

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

The manager and her staff demonstrate a strong commitment to providing good quality provision for children. The staff team are enthusiastic and confident; they demonstrate a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They focus on safeguarding children's well-being; this is evident in the safe environment that they provide for the children. The manager implements robust recruitment and vetting procedures to appoint staff who are suitable to work with children. The staff team demonstrate a secure knowledge and understanding of child protection issues. They are confident of their roles and responsibilities, and the procedures to follow if they have any concerns regarding the welfare of children in their care.

The manager has a good understanding of the nursery's responsibilities in meeting the learning and development requirements. She confidently oversees the staff team's individual planning for their key children. This helps make sure they embed consistency and quality so that each child makes good progress towards the early learning goals. She regularly reviews staff's observations of their children's learning to check that all children

are receiving appropriate challenges to support their progression. The manager values the professional development of her staff team in order to drive improvement in the nursery. She effectively uses staff appraisals for staff to raise any training issues and to discuss ongoing quality practices in the nursery. Discussions with staff demonstrate that they enjoy working within the nursery, and equally discussions with children confirm that they have fun at nursery.

The manager has high expectations of her staff team. She makes sure that they are included in self-evaluation systems so that everyone has a consistent approach towards implementing improvements. The manager is a reflective practitioner and she is able to set achievable targets to drive improvement. For example, she has been increasing the range of multicultural resources around the nursery to reflect their community and compliment the good range that is already in place. She has also been developing the labelling of resources in the outside environment to further promote children's opportunities to observe print and make choices about their play. The manager values working in partnership with parents and engaging them in their children's learning. For example all parents are encouraged to discuss their children's interests when staff are planning for their key children. The staff also encourage parents to record observations of their children's learning at home, which again supports continuity of learning in the nursery. There are very good systems in place, such as the use of newsletters, to keep parents informed about current topics and events within the nursery. The manager is positive about working in partnership with outside professionals such as the local authority to further develop her practices. She is also developing worthwhile partnerships with the local children centre and school to help support smooth transitions for children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	EY452151
<b>Local authority</b>	Brent
<b>Inspection number</b>	811992
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Abracadabra Preschool Academy Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07796 960990

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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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