

# Rolfe's Nursery School

34a Oxford Gardens, London, W10 5UG

## Inspection date

Previous inspection date

14/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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 make excellent progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities available for them.
- Children feel safe and secure within a warm and welcoming environment. The highly effective key person system enables them to form secure attachments with the staff.
- Staff provide an enabling environment in which children develop high levels of confidence and independence.
- The manager and staff are committed to continuously developing their practice in order further enhance outcomes for all children.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spent the majority of the inspection observing the children and staff.
- The inspector sampled children's information and development records.
- The inspector and manager carried out a joint observation of an activity.
- The inspector discussed safeguarding matters and sampled other policies.
- The inspector spoke to six parents to gain their views about the nursery.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

Rolfe's Nursery School registered in 2012 and is one of two nurseries run by Alpha Plus Group Limited. It operates from a purpose built single storey building in North Kensington, in the Royal Borough of Kensington and Chelsea. It is open each weekday from 8.50am to 4pm during term time. Children have access to secure enclosed outdoor play areas. There are currently 124 children aged from two years to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities, and also children learning English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

It employs 21 staff, of whom 19 hold appropriate early years qualifications. This includes two staff members with Early Years Professional Status and one with Qualified Teacher Status.

### **What the setting needs to do to improve further**

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

- organise visits to different parts of the local community in order to strengthen children's understanding and knowledge of the world around them.

### **Inspection judgements**

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

Children flourish in this welcoming and nurturing nursery because staff recognise the uniqueness of each child and support their learning and development extremely well in relation to their starting points. Staff identify the next steps in children's learning accurately through observation and assessment. They plan and provide exciting, challenging activities and experiences tailored to the needs of each child. The quality of teaching is excellent because staff have a secure knowledge of the learning requirements of the Early Years Foundation Stage and how children learn. They use their skills and knowledge to underpin children's learning and development across all areas. The information gained from observations, assessment and planning also forms the basis of the progress checks for children aged two years. Children become active and enthusiastic learners. They show excitement and motivation to engage with the adult-led activities, and initiate their own learning experiences as they explore resources of their choice.

Children have fun as they learn in all the rooms and areas of the nursery. Staff fully understand that one well planned and resourced activity will successfully incorporate each of the seven areas of learning. For example, children play with water while feeling the textures of different sponges and observing and talking about their absorbency. They dig in the sand and create and talk about structures that might be found in sand, such as pyramids. Children learn about the wider world as they are shown art work by Degas and then attempt to re-create the ballerina with craft materials. Staff skilfully extend children's learning in innovative and fun ways. For example, by looking at plants and cut flowers children learn what is needed to enable plants to grow. They put celery sticks in coloured water and observe how the dye is drawn up the stem over time. The children then pretend to be seeds curled up in the soil, and begin to grow and blossom as they are exposed to sun and water. Children learn about the wider world in exciting ways. For

example, they use aborigine painting techniques to decorate large photographs of their faces. Police and fire fighters visit the nursery to talk to the children as part of the 'people who help us' theme. However, the children do not go on outings into the community to experience the rich diversity in the local area at first hand.

Parents are fully involved in their children's learning. As well as having regular meetings to review their child's progress, they spend sessions in the nursery with the children. The children take great pride in sitting with their parents as they read a story or share an interesting experience with the whole group. Children learning English as an additional language are very well supported. Several staff members speak the community languages or will learn key words in the child's language to help them settle. Staff also adapt the routine and use the child's interests to support them.

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

The vibrant atmosphere and the extensive range of high quality resources contribute towards making the nursery conducive to children's all-round learning and development. The highly effective key person system enables children to form strong emotional bonds, which adds to their feeling of security and well-being. Staff are safety conscious and routinely ensure that children are not exposed to any obvious danger. Children learn how to keep themselves safe by knowing how to handle scissors with care and participating in regular emergency evacuation drills. The transition between rooms is a gradual process for the children and involves the parents in order to make sure there is minimal impact on the child. Staff take a proactive approach to preparing children for school, particularly in relation to building children's self esteem and confidence. Children play games in which they must only use words to solve the problem of who will have to sit down to leave the 'magic number' of children standing. This involves the ability to negotiate effectively with their friends. Staff also encourage children to use the toilet independently and know how to dress themselves.

Children learn the importance of adopting a healthy lifestyle. They narrate with gusto why fresh fruit and vegetables are good for your health and which foods should be avoided. They also carry out project work looking at the importance of oral hygiene. Children benefit from plenty of opportunity for physical exertion throughout the day, both indoors and out. Gym sessions, yoga and ballet are all available for the children to help them develop their physical skills. Children explain that robust exercise 'makes your heart beat faster and that makes you strong'.

Children's behaviour is exemplary because they all fully engaged in worthwhile, fun activities. Children learn that they have to listen and be kind to each other. They receive plenty of warm praise from staff, such as 'good sitting' and 'good listening'. The promotion of listening skills, such as during the routine assemblies, also prepares children well for school.

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

**provision**

The leadership and management of the nursery are exemplary. The manager/provider nurtures a strong desire to continue to provide high quality childcare. She shares this aspiration with her motivated and enthusiastic staff team. She demonstrates that she fully understands her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. The manager and her deputy oversee the work of the staff to ensure each child enjoys rich learning experiences that are tailored to their needs.

The manager and her staff team fully understand the importance of safeguarding the children. The manager is the designated safeguarding practitioner for the nursery and has recently updated her knowledge of child protection issues. Robust recruitment procedures ensure that the suitability of all new staff to work with children is rigorously assessed. Staff know and understand the procedure to follow to report concerns about the welfare of children. Detailed risk assessments and routine safety checks of the building and outside areas also contribute significantly towards the children's safety.

In-depth self evaluation of practice enables staff to recognise their strengths and identify areas for development. There is a strong culture of continuous professional development amongst the staff who encourage and welcome ongoing training opportunities. In addition staff also set themselves personal targets for growth. Questionnaires give staff the opportunity to gauge the views of the parents. The manager welcomes feedback and uses it to influence decision making. For example, newsletters are now emailed to parents. Staff work highly effectively with other professionals involved with the care and education of the children in order to ensure the best outcome is achieved. The nursery is seen as an exemplar of good practice by the local authority and worthy of sharing its exceptional practice with others.

**The Childcare Register**

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

**What inspection judgements mean**

**Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	EY448774
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	881514
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	82
<b>Number of children on roll</b>	124
<b>Name of provider</b>	Alpha Plus Group Limited
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

02077278300

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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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