

Parkside View Nursery

West Hendon Playing Fields, Goldsmith Avenue, West Hendon, Barnet, NW9 7EU

Inspection date

12/03/2013

Previous inspection date

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

- Staff have a good knowledge of the children. They use this to help plan appropriate activities to support and challenge each child.
- Children's physical skills are particularly well supported. They have an abundance of resources and equipment to develop their moving and handling skills.
- Children learning English as an additional language are supported well and have opportunities to play and learn in their home languages.
- Children develop very good independence skills, preparing them well for the next stage of their learning.

It is not yet outstanding because

- Staff do not consistently extend behaviour management techniques to offer children explanations of why its important to follow important rules relating to safety.
- The visual environment and use of displays does reflect the interests, personalities and past experiences of the 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children and staff in the main room, during lunch and outdoor play.
- The inspector sampled assessment records, planning documentation, evidence of staff suitability and qualifications, and children's learning journeys.
- The inspector held a meeting with the owner of the setting.
- The inspector spoke with staff members and children during the inspection.

Inspector

Katie Dempster

Full Report

Information about the setting

Parkview Nursery is privately owned. It registered in 2012 and operates from a pavilion in West Hendon Park, in the London Borough of Barnet. The premises are all on one level and are reached by steps and/or a ramp. The nursery is open each weekday from 8.30am to 5.30pm for 47 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently two full time members of staff; both hold relevant early years qualifications. An additional member of staff works with the children on Mondays and Wednesdays, with local bank staff available at short notice to cover sickness and emergencies. The setting is registered on the Early Years Register and compulsory parts of the Childcare Register. There are currently 13 children on roll who attend on a part time basis.

What the setting needs to do to improve further

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

- use consistently applied strategies and provide clear explanations for children so that they understand the safety rules, why these are in place and what the rules intend to achieve

- create a visual environment of a variety of interesting displays that remind children of what they have experienced, including pictures and photographs showing familiar events, objects and activities.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage framework and activities are planned to cover all seven areas of learning. Staff use their good knowledge of the children to help them plan appropriate activities to support and challenge the children. Staff use observations of the children to assess and track their progress towards the early learning goals. Ongoing assessment also includes the two year progress check. These checks are carried out in a thorough manner and shared with relevant parents.

Staff use effective techniques to extend and challenge children's thinking. They model good vocabulary and encourage children to use their problem solving skills. For example, during a dough activity, staff ask children lots of questions about what they making, what the tools are used for and encourage them to think about the differences in the shapes

and sizes of the models they have made. Staff are responsive to children's interests and plan accordingly. For example, children enjoyed making dough and turning it into their favourite colours. This was a as a result of children highlighting that there was no dough in their favourite colour. Following this activity, staff encouraged children to recall the event, asking questions about what was involved and the actions they used. The setting is bright, spacious and carefully planned to offer children maximum freedom of choice. For example, low level storage for children to self-select. However, the visual environment is not currently fully responsive of children's interests to provide familiarity from past experiences and activities through displays and photographs.

Children enjoy much physical play. They have an abundance of resources and equipment to support their moving and handling skills. For example, they enjoy using the slides, see-saws, hoops and large soft play blocks. They also have opportunities to develop their small muscle movements as they enjoy threading, sorting and using a range of tools. Children's creativity and their expressive arts and design are supported well. They have access to musical instruments where they can explore a range of sounds and beats and learn about rhythm. They enjoy messy play; making collages where they experiment with a range of textures and materials. Children demonstrate excellent imaginative skills. They select resources from the environment, assign roles to one another and start to act out familiar occasions from home.

There are effective systems in place to support children learning English as an additional language. During registration, parents provide key words in their home language. The manager displays these words around the setting to encourage staff to use them. Where staff speak the same language as the children learning English, they regularly converse to provide children with opportunities to play and learn in their home language. Furthermore, staff provide books in the children's home language to further support their learning.

Parents are encouraged to share what they know about their children's development, at the point of registration and as an ongoing process. Staff invite parents to contribute to their child's development records and meet to discuss progress formally. Furthermore, staff share ideas for how learning can be continued at home.

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

Children happily explore their surroundings and display high levels of confidence. This is a result of the secure attachments children make with their key person. Staff ensure a smooth settling in period through a good partnership with parents. Staff encourage parents to share information about their child and routines from home in order to help children settle as quickly as possible. Due to the small group size, staff are able to offer the children very close attention. They develop close relationships, resulting in children becoming highly secure from an early stage.

Staff support children's independence extremely well. They encourage their self-help skills through the daily routine. For example, children enjoy putting on their own coats and shoes for outdoor play and fetching their own food at snack time. Staff show they have

high expectations of the children. They remind them of the rule, 'there's no such thing as can't', as they encourage children to do things for themselves. As a result, children develop excellent problem solving skills, preparing them well for the next stage in their learning.

Children generally behave well. They show this by sharing, talking to one another respectfully and taking turns. Staff use behaviour management techniques such as positive reinforcement and visual aids. However, staff miss opportunities to offer explanations of why they must follow the rules, which results in occasionally repeated unwanted behaviour.

Children learn about safety and taking risks. They take part in the fire evacuation procedure and learn how to manoeuvre their bodies safely when using the large play equipment. Staff take opportunities to talk to the children about healthy lifestyles. They talk about using their muscles, and during outdoor play, staff talk about the importance of fresh air and exercise. During trips to the local supermarket, children learn all about different fruits and where these come from. These novelty experiences help children develop a deeper understanding of the world.

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

Arrangements for safeguarding children are good. The implementation of the clear policies and procedures contributes to the safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. Staff demonstrate a firm understanding of safeguarding and the actions they must take if they have concerns about a child in their care. Recruitment and induction procedures are robust. As a result, suitably qualified and experienced staff care for children.

Leadership and management are effective, which enables the setting to run smoothly. The manager has a good understanding of her roles and responsibilities. She meets the safeguarding and welfare requirements of the Early Years Foundation Stage. The nursery receives support from Preschool Learning Alliance and local authority advisors. This support, as well as the managers clear commitment to providing high quality care for children, helps her to monitor the effectiveness of the provision. The manager shows a strong drive for making progress. She has clear priorities for improvements she would like to make that will have the biggest impact on the children. Staff use the feedback they receive from children, staff and parents to help them recognise further areas for development.

Staff are supported in their professional development. Staff appraisals take place on a regular basis. This provides opportunities for the manager and staff to discuss performance, areas for development and any training needs. Staff report they feel supported by the manager and able to communicate their ideas for the setting.

Partnership with parents is well-established. There is a good two-way flow of information.

The setting seeks formal feedback from parents, through questionnaires and a comments book. Most recently, staff made a change to information provided regarding specific amounts of the food children have eaten during the day, as a direct result of responses from parents.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY429182
Local authority	Barnet
Inspection number	885599
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	13
Name of provider	Angela Rehman
Date of previous inspection	not applicable
Telephone number	07450 280 606

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

