

# Oxford Gardens Nursery

90 Oxford Gardens, London, W10 5UW

<b>Inspection date</b>	18/03/2013
Previous inspection date	09/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 fully support and engage with children so that they make good progress in their learning and development.
- Children develop positive relationships with each other. Staff offer good levels of support and manage children's behaviour confidently.
- There is a strong commitment to sustained improvement and the manager works alongside staff to identify and address any practical issues.
- All children are welcome and included. The staff provide a fully inclusive service and support and value children's home languages.
- The manager has put in place effective systems to work in partnership with parents.

### It is not yet outstanding because

- The monitoring of assessments does not fully ensure children's next steps are consistently planned for in line with children's individual interests, or shared with all staff and parents.

## 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 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 activities in the group rooms, kitchen and conservatory.
- The inspector looked at children's assessment records and planning documentation.
- The inspector completed a joint observation with the teacher in pre-school.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Catherine Greene

## Full Report

### Information about the setting

Oxford Gardens Nursery registered in October 2010. It is a privately owned bi-lingual day nursery. The nursery operates from a basement below a residential building in Ladbroke Grove in the Royal Borough of Kensington and Chelsea. Access to the premises is via some steps. All children share access to a secure outdoor play area. The nursery is open each week day between 9am and 4pm, except at Christmas and for the month of August. Most children attend core days between 9am and 4pm during term time on Mondays, Tuesdays, Thursdays and Fridays. The nursery is open on Wednesdays for a half day between 9-12pm. The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. There are currently 46 children on roll in the Early Years Age range. The setting receives funding for the provision of free early education for children aged three and four years. There are eight staff who work directly with the children, of these all staff hold appropriate qualifications. In addition, there is a manager. This setting follows the French teaching curriculum alongside the Early Years Foundation Stage.

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

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

- improve the monitoring of assessments to fully reflect the aptitudes and interests of all the children and share next steps for children's learning with all staff and parents.

### Inspection judgements

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

Experienced and professional staff enable children to make good progress in their learning and development. Staff's secure knowledge of how children learn and develop combined with a well-resourced learning environment, supports children's progress across all areas of learning. The interesting range of activities and play experiences staff plan and provide engage and interest children. The nursery experience and routine also provides children with a range of skills that will support them in their next stage of their learning.

Children make good progress from their starting points due to well-planned experiences that promote their learning and in particular their communication skills and personal development. Staff are generally using the learning journals to observe, assess and plan for children's next steps in learning. Key persons are able to give parents information

about their child's day so that parents can be fully involved and share information about learning from home. The manager carries out observations of staff to evaluate the impact of the activities and how the presentation of the environment impacts on the learning and development of the children.

Children are happy and confident in this welcoming and friendly nursery environment. The staff team are experienced, enthusiastic and child-focused. Children are provided with interesting sensory experiences. They play independently with sand, water, discovery boxes and treasure baskets. Staff model writing for a purpose by displaying labels and menus and provide opportunities for children to write shopping lists in role-play. Children are helped to recognise and write their name and there are frequent discussions about letters and sounds. From an early age, children have extensive opportunities to write and draw using chalks and paint. Children enjoy investigating the feel of paint with their feet as they walk patterns across the paper on the floor. Staff support children when working with creative materials so that those who are reluctant are gently encouraged to try by staff and their friends showing them what fun they can have.

Children's social skills and ability to communicate with others are rapidly developing. Staff listen carefully to what children say and give them plenty of time to respond to questions. Communication and language is further promoted through the use of signs and symbols which enables younger children to share their thoughts, choices and emotions. Older children are confident talkers and are extremely happy to share their thoughts and ideas with others, initiating and engaging in many worthwhile conversations.

Younger children show great enthusiasm and excitement during a planned music and movement session. Children use their large physical skills and coordination running, dancing and moving to music during the session. They become very familiar with all areas of the nursery as they share the conservatory and kitchen for lunch and a room upstairs for focused activities. This gives children more space and further aids their confidence and self-assurance as they mix with older children and are very familiar with all areas of the nursery.

Children in pre-school listen intently to a story using new words to describe such as 'shimmering' and 'dazzling'. They join in with the story vocalising and calling out excitedly and sharing humour with the manager who is reading the story. They are learning to value books through these lively story sessions. Children also sit together in the cosy book area and choose to look at books independently throughout the day. They turn the pages confidently and talk about what they see to their friends.

As children play staff talk to them about numbers and counting, shape, size and colour, asking questions that make them think, developing their mathematical skills. Children's understanding of the world is fostered well. They learn about the features of the local environment and growing plants in city gardens. They explore nature by looking at why animals hibernate in winter and the changing seasons. Older children enjoy taking part in gardening activities, digging the soil and growing cress. Children are very enthusiastic as they design and make an indoor garden with large painted murals that is complete with a garden centre shop.

During focused group work, children learn successfully about the wider world. The range of play materials, books and displays reflect children's different cultures and promote positive attitudes to gender roles and diversity. Children celebrate together and learn about the traditions of their friends. Parents are happy to contribute and visit to demonstrate their cultural traditions with the children. Children become very confident under the guidance of the teachers and all staff. They welcome visitors to the nursery and are willing to demonstrate how they can speak two languages with expertise.

Staff regularly celebrate the success of children. They value the work undertaken by children and displays of children's creative work are presented throughout the nursery. An entire wall is dedicated to children's recent collaboration inspired by their delight in the box of crayons story. This display perfectly captures important moments, achievement and the children's enthusiasm for this very successful activity.

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

Children are very communicative and independent. They behave very well because they are active learners who are interested in their play. They are familiar with the nursery routines and show a good awareness of the behaviour expected, such as, being kind and sharing with their friends. Every child has a key person who is responsible for supporting them in the nursery and liaising with their parents to meet their individual needs. This system works effectively supporting children who develop strong attachments to their key person and other staff. This helps promote their confidence and growing independence.

As a result of the staff's input, children make good progress in developing their understanding of safety in and around the nursery. Staff guide children during activities to highlight safe practices. For example, they gently remind children to use the tweezers with care as children work intricately sorting through the interesting beans and separating them into bowls. Staff attend first-aid courses which means that they learn skills, such as how to respond to accidents and to help keep the children safe. Parents report that they are confident that their children are safe while attending the nursery because of the security systems in place and staff's attentiveness. Children show a developing awareness of their own and each other's safety. All children follow practices, such as, lining up on the train when moving between rooms and using the stairs carefully.

The nursery is well equipped with a range of good quality resources that support children's learning and development and promote children's individual learning styles. The nursery environment is well planned and organised by staff who maximise every inch of space including in the garden to promote children's all-round development.

Children experience transitions in the nursery as they move into different rooms according to age groups. This process is managed gradually, helping children to form secure attachments with staff and to settle in with a new group of friends.

Children develop positive attitudes towards food by eating healthy snacks and cooked

lunches. They sit together in the comfort of the warm kitchen and conservatory overlooking the garden. Children are confident to try new tastes and textures and are encouraged to enjoy their food as they sit together in a sociable atmosphere. Conversation is spontaneous as staff listen to children and join in as children get excited by the sound of the heavy rain and hailstones as they fall on the roof.

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

There is a newly established senior management team including the manager and registered person. The new manager has undertaken an accurate audit of the setting's strengths and weaknesses and is driving further improvement through the action plan. The manager is proactive with procedures for addressing concerns and welcomes constructive criticism from staff and parents who contribute to the nursery's self-evaluation. The manager has made a considerable impact in implementing improvements in the nursery. Her commitment to generating improvement is demonstrated in the welcoming atmosphere of the nursery and with the newly developed parents' forum.

The required records and documentation are maintained and the manager and registered person are aware of their responsibilities in meeting the safeguarding and welfare requirements. Staff are trained in child protection and have a good understanding of their responsibilities to safeguard and protect children's welfare. Parents are also well informed about the nursery's expectations and respect rules such as those of closing all doors and gates as they come and go. Recruitment and vetting procedures are robust and students are closely supervised. Accident records are kept and staff follow risk assessment procedures carefully such as monitoring any accidents and taking action to address any hazards identified. Arrangements ensure that all accidents are clearly recorded and that relevant information is promptly shared with parents. This helps promote children's safety and welfare.

As a result of the change in senior leadership, there is now a clear and supportive management structure in place which results in staff being well deployed and supported in their roles. Although most staff are aware of their key children's next steps in learning, there is no secure system to share this information with all staff and parents. This means planning does not always focus on individual children's interests and aptitudes and monitoring of staff's assessment system is not rigorous. Additional support is provided at key times of the day by staff who are responsible for preparing and serving healthy snacks and cooked lunches. This additional support contributes to the smooth running of the nursery and children's enjoyment because teachers and staff are able to concentrate on learning and development as they make the children their priority.

Parents feel confident to share their views and opinions as they embrace a developing role in helping shape the nursery's practice, for example through the newly formed parents' forum and planned for parent contribution formats. The manager shares her extensive knowledge of child development and practice with staff through regular staff meetings and

appraisal. This has a positive impact on children's progress in their learning and development.

Good use is made of resources such as training and peer counselling to develop staff's skills and make sure they are confident in implementing new processes in their daily work. As a result staff enjoy their work and are confident about the educational programmes. The staff work well together, and morale is high. The manager and staff have addressed all issues raised in the last inspection, leading to an improved learning environment and forums for parents to contribute. Together with good leadership and management, this clearly demonstrates a good capacity to continue to build for further success.

Staff work effectively with other settings and professionals involved in children's care, helping and supporting children at times of transition. They have established links with a local children's centre and schools in the area that children may move to. Staff prioritise sharing information and providing consistency in children's learning experiences. Staff understand the individual needs of children because they work closely with parents. This includes any dietary and cultural needs to promote inclusive practice. Parents told the inspector that they feel their children are very well supported here. They commented 'It's such a homely place; staff get to know the children and parents and give good support.'

### **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 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

<b>Unique reference number</b>	EY414693
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	901374
<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>	47
<b>Number of children on roll</b>	46
<b>Name of provider</b>	David Henderson-Stewart
<b>Date of previous inspection</b>	09/05/2011
<b>Telephone number</b>	0713 740607

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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, 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.

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