

Kensal Green Under Fives' Group

130 Mortimer Road, London, NW10 5SN

Inspection date	19/03/2013
Previous inspection date	23/06/2011

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		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

- Partnership with parents is at the heart of the nurseries aims. Excellent relationships are established with parents making a strong contribution in children's learning.
- The staff team are well established and are committed to providing an enabling environment that supports all children to make the best possible progress in their early development.
- A well-established key person system helps children to form secure attachments and this promotes their well-being effectively. Good care experiences have a positive impact on children's all-round development and well-being.
- Overall children have access to a range of good quality resources, enabling them to make independent choices and supporting their interests and learning effectively.

It is not yet outstanding because

- Children have fewer opportunities to access a wide range of programmable toys to support their understanding of technology.
- Children are not given the opportunity to develop their self help skills at mealtimes.

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 spent the majority of inspection time observing the children in the nursery as they played.
- The inspector sampled children's information and development records.
- The inspector held discussions with the manager of the provision.
- The inspector talked with the staff and children.
- The inspector discussed the nursery with a representative sample of parents.

Inspector

Jennifer Devine

Full Report

Information about the setting

Kensal Green Under Fives Group registered in 1992 and is run by a parent-managed committee. It operates from three rooms of a terraced house in Kensal Green in the London Borough of Brent. Access to parts of the nursery is via a flight of stairs. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Child Care Register. There are currently 40 children in the early years age group on roll. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children with special educational needs and/or disabilities and children with English as an additional language. The nursery employs eight staff of whom all staff hold appropriate early years qualifications, Three of the staff hold Early Years Professional Status.

What the setting needs to do to improve further

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

- create opportunities for children to move towards independence, for example by enabling them to serve their own meals at lunch times

- extend the range of accessible programmable toys, as well as equipment involving information and communication technology, such as computers.

Inspection judgements

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

The whole staff team have a good understanding of the Early Years Foundation Stage, which means they are confident in delivering the curriculum and supporting children's learning well. Children's individual learning journeys are well maintained and contain information, such as starting points and tracking documents to support plans for each child. Both playrooms are well set up with a varied range of activities to capture children's interest and desire to learn.

Children are well supported in the acquisition of language and communication skills because staff listen perceptively to them and skilfully ask questions during tasks to improve learning. Children thoroughly enjoy a singing session, using homemade shakers as they sing and learn about the rhythm, and the beat of the music. They shake their instruments in time. Staff end this session by encouraging children to lie down, relax and

listen to some soothing music.

Children enjoy practising their early writing skills. They are beginning to write their own names and that of others. They are developing their physical skills as they practise snipping paper with the scissors. Children also enjoy group games and learn about turn taking as they play a matching game. Although there are some resources to support children's understanding of technology such as cameras and voice recorders, these are not always accessible for children to use independently.

Children who speak English as an additional language are supported well as staff obtain key words to help children settle. The environment contains lots of print to support children's emerging reading development and reflects other key languages. There are effective systems to support children with special educational needs and/or disabilities. Parents have regular opportunities to meet with staff to discuss children's achievements and progress. Each child has their own developmental records, which show children's achievements and their next steps for learning.

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

Children share warm relationships with each other and the approachable and friendly staff. They receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. Staff sit close to children to support and reassure them in their play. They also ensure that meal times are a positive social occasion by sitting with the children at the table where they can chat quietly together.

Children's personal social and emotional development is fostered well; children have formed some good friendships and play well together. Staff manage children's behaviour well, they use positive strategies to deal with any minor issues and encourage children to sort out disagreements by talking to each other about their feelings.

Staff record and understand children's specific health, dietary needs and allergies, in order to meet their needs. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the day. Children are provided with a healthy and nutritious cooked meal provided by a catering company. Although, children are encouraged to be independent in other aspects of their daily routines, staff do not enable them to serve their own meals at lunch times. Children have generally planned times to play outside in the garden during the day and thoroughly enjoy running around, climbing and balancing on equipment. Although garden space is limited, staff have been imaginative in resourcing this area to enable children to learn and have fun outdoors.

Children's safety and well-being is given high priority as they play in a safe and secure environment. Staff are vigilant and supervise the children very well. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment.

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

The manager and staff fully understand the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff understand and consistently implement the clear policies and procedures. Staff know and understand their responsibilities for safeguarding and have received safeguarding training. Staff have a first aid qualification which means that they are able to respond to children's needs appropriately. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting. Comprehensive risk assessments cover all aspects of the premises and outings. Access to the premises is monitored and visitors only gain access by ringing the doorbell.

Overall, the manager has high aspirations for maintaining quality in all aspects of care and education in the setting. Self-evaluation is used effectively to review practice and target areas for improvements. Staff continually reflect on their practice and use their knowledge and understanding of the learning and development requirements generally well to ensure the educational programme is exciting and challenging to children. Staff are well supported by good systems for annual appraisals and identification of training needs. Staff are enthusiastic to continually up date their professional development and this has a positive impact on the setting.

Partnerships with parents are fully embedded into the nursery ethos. The setting places great value in ensuring that parents develop a sense of belonging to the setting and can contribute to the well-being of their children. Parents are provided with a wide range of information to ensure they are very well informed about how the provision operates and they are kept fully informed about their child's progress, achievements and daily experiences. A parent committee runs the nursery and they discuss and agree all decisions about the nursery's future. Parents speak very highly about the setting and the staff team. Comments from parents indicate they are extremely happy with the service provided. The nursery is very much part of the community. They share good relationships with local schools, other professionals and local groups, which supports children's continuity of care and transitions well.

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

Unique reference number	137814
Local authority	Brent
Inspection number	888614
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	25
Number of children on roll	40
Name of provider	Kensal Green Under Fives' Group
Date of previous inspection	23/06/2011
Telephone number	020 8968 6095

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

