

Christchurch Kindergarten Childrens Nursery Limited

Churchill Place, Barons Mead, HARROW, Middlesex, HA1 1YB

Inspection date	27/03/2013
Previous inspection date	02/12/2010

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

- Children thoroughly enjoy their time at the nursery. They are well supported by a knowledgeable and committed staff and, overall, make good progress in their learning.
- The performance management strategies are effective and result in an enthusiastic, motivated and committed staff team.
- Children enjoy a rich and imaginative environment, where they engage in a broad range of worthwhile activities and experiences.
- Partnerships with parents are exceptional and parents are fully involved in their children's learning and life in the nursery.
- Effective collaboration with other early years professionals and providers has a strong impact on the quality of the nursery.

It is not yet outstanding because

- staff do not consistently use visual aids as an effective method of communication to ensure that all children, particularly those who speak English as an additional language, are fully engaged in the activities on offer.

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 carried out observations in the main play area and outside.
- The inspector held discussion with parents, staff and the manager.
- The inspector looked at documentation, relating to children and staff.
- The inspector carried out joint observations with the manager in the main play room.

Inspector

Samantha Smith

Full Report

Information about the setting

Christchurch Kindergarten Children's Nursery Ltd opened in 1998 and re-registered in 2010 because it became a limited company. It operates from a community hall in the London borough of Harrow.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open five days a week between 8am to 6pm; children can attend for various sessions or on a full-time basis. The nursery is open for 51 weeks of the year. There are currently 80 children on roll, all of whom are in the early years age range. The nursery employs 10 staff, including the manager, all of whom hold an early years qualification. The manager and provider hold a foundation degree in childcare. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend the use of visual aids to help children, particularly those children who speak English as an additional language, improve their communication skills.

Inspection judgements

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

Staff are extremely knowledgeable about the children in their care and, overall, children make good progress from their starting points. Staff are skilled in supporting children's learning and development and are committed to meeting the needs of all children. They skilfully engage themselves in children's play and expertly extend their learning by encouraging them to explore their thoughts and ideas. For example, while engaging in an Easter hunt, staff encourage the children to make a map and mark out the areas where they find the eggs.

Children thoroughly enjoy their time in the nursery as they participate in a wide variety of challenging and interesting activities that stimulate their natural curiosity and interests. They are confident in their environment; they access resources with enthusiasm, asking questions, negotiating their own play and quickly becoming engrossed in the activities available through the quality of the staff's interaction. Staff support children's communication and language and their personal, social and emotional development well.

They ask purposeful questions to help children to think critically, such as 'why do you think?' and 'how can we make?' Therefore, children are encouraged to think about their responses and are required to extend their vocabulary in their answers. For example, a member of staff encourages children to sort animals into colours by putting them into the correct plates. She praises children for their efforts and extends their knowledge and understanding as she talks about the sounds that the animals make and demonstrates the actions of their bodies.

There are good systems in place to support children who speak English as an additional language. Staff have learned words in children's home languages and regularly use them while interacting with children in their activities. For example, they count in Spanish the number of times a child bounces on the indoor trampoline. They use visual reminders at different times to help children understand the routines of the day, although they are not yet fully consistent in this practice.

There are robust systems for ongoing assessment of children's progress, which means the staff can accurately identify children's next steps or where they may need additional support. They use this information to meticulously inform planning and discuss the next step with their parents. Therefore, parents are highly aware of their children's current stage of development and can effectively support their learning at home.

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

Children are extremely happy and confident in the nursery. They display high levels of self-esteem in their interactions with each other and with staff. Their behaviour is excellent and they show a strong sense of belonging in the nursery. They demonstrate an excellent understanding of personal safety as they respond to familiar boundaries, carefully negotiating their way around the setting and taking extra care when using the equipment. For example, while engaged at the craft table, children are heard talking to staff about handling the scissors correctly.

There is an effective key person system in place, which ensures that staff know and support children really well. Children display that they feel safe and secure in the relationships that they have developed with their key person.

Staff give good priority to promoting children's safety and well-being. For example, they ensure that children are warmly dressed in cold weather. Older children are independent in taking care of their personal needs such as using the toilet, washing their hands and helping themselves to drinks and snacks. The younger children are enthusiastic to follow their examples and become increasingly independent as a result. The nursery offers a wide range of activities, which support children's all-round development and well-being. As a result, children are well prepared for the next stages in their learning.

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

The inspection was brought forward following concerns raised about the number of staff looking after children at the start of the day. The management team acknowledged that this incident had occurred and that they were in breach of the statutory requirements at that time. Since the incident, the provider has improved the system to ensure that sufficient staff are always available for the numbers of children in the nursery. Records show that there has been sufficient staff available on all occasions since the incident took place. The safeguarding and welfare requirements of the Early Years Foundation Stage are met.

The nursery is led and managed by a knowledgeable and dedicated management team. They enthuse the staff team in working together to achieve good quality outcomes for children. They consistently reflect on the impact of their practice, using information gathered from parents, staff and children. They use established methods for performance management and self-reflection to enable staff to participate in managing their own performance and professional development. For example, they video themselves interacting with the children and use the recordings to reflect back on the quality of their practice and how it can be further improved. All staff receive regular supervision and training and are fully involved in decision making. As a result, plans for future improvement are well targeted and self-evaluation systems drive improvements for all children.

Staff are vigilant at all times, ensuring the safety and well-being of the children. For example, visual checks are made of the outdoor area prior to children going outside and swift action taken to remove or minimise potential hazards to children. A member of staff greets all visitors and parents at the main door and visitors are required to make a record of their visit. Risk assessments are carried out before taking children on outings and suitable measures are put in place to ensure that children continue to be safe on outings. Detailed records are kept to demonstrate this. All staff and students are required to complete suitability checks and thorough induction procedures, which ensures that they all have a secure knowledge of their roles and responsibilities in the setting. Students receive excellent levels of support and guidance, as they are well mentored by staff who set excellent examples and act as positive role models

The nursery is highly committed to working in partnership with parents and takes a proactive role in fully involving them in their children's learning and establishing effective communication links. A wealth of information is shared with parents, for example they receive regular newsletters and the nursery's policy folder is freely accessible in the entrance hall. They receive a 'settling in' pack prior to their child starting at the nursery and are invited to attend parents' evenings and review meetings where they are kept well informed about their child's progress. There is also a parent representative group, who take responsibility for organising events. Parents speak very highly of the nursery; they praise the enthusiasm, knowledge and commitment of the staff and they enthuse that they would recommend it to others. Children benefit because the nursery works closely

with the local authority, other professionals and early years providers, which promotes a strong network between a range of professionals to support children's care, learning and development.

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	EY412884
Local authority	Harrow
Inspection number	910217
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	80
Name of provider	Christchurch Kindergarten Childrens Nursery Limited
Date of previous inspection	02/12/2010
Telephone number	07962003154

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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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