

# Pentland Nursery

Pentlands, 224 Squires Lane, LONDON, N3 2QT

<b>Inspection date</b>	10/04/2013
Previous inspection date	08/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are excited, confident and eager to learn. The warm and welcoming environment is extremely well-resourced, encouraging children's development across all areas of learning.
- Children have wonderful opportunities to develop their writing skills from a young age as staff plan a particularly strong programme of literacy.
- Partnership with parents is outstanding. Various systems to involve parents in their children's learning results in children feeling secure and their learning extended beyond the setting.
- The leadership and management within the setting is exceptional. Managers are passionate and motivated and much support is in place for the excellent staff team. As a result, monitoring is effective and staff morale is high.

## 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.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside in the garden and during lunch time.
- The inspector talked with staff from each room, and held a meeting with the manager and deputy manager of the provision.
- The inspector interacted with children and spoke to parents and took account of their views.
- The inspector examined documentation including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's sleeping arrangements and storage of bedding and sleep materials.

## Inspector

Katie Dempster

## Full Report

### Information about the setting

Pentland Nursery opened in 1998. It is a privately run provision managed by Bright Horizons Family Solutions Limited. The nursery operates from a converted terraced house which has been extended to provide purpose built accommodation for children. All children have access to an enclosed garden area. The nursery is situated in Finchley Central in the London Borough of Barnet. The nursery serves families working in the Pentland main building and also provides places for families living in the local and wider community. The nursery is open each weekday from 8am until 6pm all year round with flexibility for extended hours between 7.30am and 6.30pm at parents' request. Children may attend on a full or part-time basis. The nursery is registered on the Early Years Register and provides free early education for three and four-year-olds. There are currently 42 children aged from three months to under five years on roll. The nursery currently supports a number of children who speak English as an additional language. There are twelve members of staff working with the children. The manager holds an Early Years Foundation Degree, and the deputy has a BA in Early Childhood Studies and the third person in charge has Early Years Professional Status. The vast majority of the remaining staff team hold relevant early years qualifications.

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

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

- further enhance children's imaginative play through introducing a wider range of sensory features, such as lights, smells and sounds, to the role play area.

### Inspection judgements

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

Children are excited, confident and eager to learn. The welcoming and extremely well-resourced environment encourages children's development across all areas of learning. The system for observation, assessment and planning is highly effective. Observations of the children and their known interests fully inform the planning. This results in children making rapid progress in their learning.

The quality of teaching is very high. Staff have secure knowledge of how the environment and their interactions with children have an impact on their learning. They use this to underpin learning and development across all areas. Staff make excellent use of questions to challenge children's thinking. For example, during sand play a member of staff asks children questions about the sand and how it moves. She challenges them to think about

how the sand can be changed and what might happen if they add water. The children become deeply involved, using their exploratory skills and talking about what is happening. They extend their vocabulary and learn from one another. Staff support children's literacy skills with outstanding results. They provide novel ways for children to explore their early writing. There are opportunities throughout the environment for children of all ages to make marks, draw and write. Babies explore with foam, using their fingers to make marks in the foam. Older children enjoy writing labels that are displayed all around the environment. This excellent effort to support children's emerging writing skills results in children displaying advanced skills in relation to their age and stage of development.

Children in the pre-school room show wonderful imaginative skills. They become engrossed in play, getting into character and using the wide range of resources available around the environment. One child gets out the ironing board and starts to 'iron' some blankets, she tells her friend, 'right that job's done, now I'll tidy up!'. Staff provide children with very good role play experiences although they do not fully promote children's senses through the addition of sounds, lights or smells as part of the planned themes. Children have access to a rich array of creative resources. Stored at children's level, there are collage materials, large painting easels and other messy play activities. Babies thoroughly enjoy the attention they receive from the warm and friendly staff members. They have tremendous fun exploring texture and making marks with paint. Staff model how to use fingers and other toys in the paint, such as cars. There is plenty of space for babies to freely navigate around the room, and lots of low level furniture for them to pull themselves up against. They enjoy a peek-a-boo game with a tunnel and show growing confidence as they begin to crawl through it to reach a member of staff. Outside children have tremendous fun. They have opportunities to develop their skills across all areas of learning as staff plan effectively across the free flow outdoor environment. Children particularly enjoy riding on trikes and other wheeled toys. They imagine they are racing and use excellent negotiation skills to steer and navigate past one another.

Partnerships with parents are exceptional and a particular strength at the setting. The setting entirely values parents as partners and places the highest priority on encouraging parents to contribute to their children's learning. For example, 'home observations' are encouraged and made easily accessible through the use of ready made templates. Staff add these to the children's learning journeys and provide staff with valuable information that is used to complement planning. Staff also provide parents with ideas of how learning can be extended at home, linked specifically to the weekly plans. This gives parents the opportunity to be involved in their children's learning that is linked to their time at the setting, impacting hugely on children's progress within the setting as their interest, eagerness to learn and understanding will have already begun at home.

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

The nursery embeds the key person system throughout the provision. As a result of the excellent relationships established with parents from very early on, children settle quickly. Staff in the baby room use the information they receive from parents extremely well in

order to meet the babies' specific needs. For example, information regarding babies' sleep routines is transferred onto displays above the babies' cots so all members of staff adhere to the requirements consistently. This results in babies being exceptionally well looked after. Furthermore, babies feel secure as a result of the consistency established, meaning they form close and trusting relationships with their key person.

Staff are warm and friendly with the children, offering lots of praise, encouragement and affection. They are deployed very successfully to supervise and support children throughout the day. They use consistently applied and highly effective strategies for behaviour management and as a result, children develop an excellent understanding of safe and suitable behaviours. Older children are widely independent and demonstrate strong self-care skills. They take tissues from the low level dispensers, pour their own drinks and are seen helping younger children find their cups. This high priority placed on developing children's independence provides children with valuable skills they will need in the next stage of their learning.

Children are encouraged to take risks and learn about safety through novel activities and play experiences. Staff use a cuddly toy named 'Candy floss' to enhance and support children's awareness of safety. Children take 'Candy floss' on safety inspections of the garden and staff encourage children to think about safety in other ways such as road safety and how to use the equipment in the correct way. As a result, children demonstrate a full and thorough understanding of how to keep themselves safe.

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

Leadership of the nursery is outstanding. Managers show a strong focus and passionate drive to provide excellent care and learning for children. Staff are highly motivated and work exceptionally well together, creating a secure, safe and wonderful learning environment for children. The management team have a full and thorough understanding of their responsibilities to ensure that the provision meets the learning and development, and the safeguarding and welfare requirements, of the Early Years Foundation Stage. Staff use well established and highly effective systems to monitor the effectiveness of the provision, with outstanding results. High-quality support and supervision is provided for the staff team. Formal supervision takes place regularly, providing opportunities for managers and staff to discuss performance, areas for development and any training needs. Staff are provided with the tools to improve their own professional development. For example, they have use of the setting's laptop to take home in order to access online training.

Supervision of children, well established roles, responsibilities and clear policies and procedures contribute to the safety and welfare of the children. The setting is clean, well organised and decorated and carefully arranged to ensure children are safe and comfortable. Children's sleeping arrangements are equally well organised and ensure sleeping children remain undisturbed. Arrangements for safeguarding children are securely in place. All staff understand the thorough safeguarding policies in place. The manager

takes lead responsibility for safeguarding concerns and has received specific training to support her in this role. Staff conduct daily checks on the premises and robust written risk assessments help the manager to follow up on any safety concerns. Vigorous recruitment procedures are in place. This results in children receiving care from suitable, qualified and experienced staff.

The managers and whole staff team show dedication and take ownership of their role within the setting. All contribute to the processes of self-evaluation. Great detail is included in the self evaluation report including the impact on the children and how improvements have been beneficial to the children and staff. The setting shows an exceptional capacity to maintain continuous improvement. For example, the recommendation raised at the last inspection has been actioned as a matter of priority and improvements to the opportunities for mark-making are in abundance.

Parents speak highly of the setting and staff. They express how thoroughly happy they are with the nursery and comment on the knowledgeable staff, wealth of information, how involved they feel in the setting and their children's learning.

## 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>	EY280175
<b>Local authority</b>	Barnet
<b>Inspection number</b>	911337
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	08/11/2012
<b>Telephone number</b>	0208 970 2441

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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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