

Golders Green Day Nursery

212 Golders Green Road, Golders Green, London, NW11 9AT

Inspection date	30/04/2013
Previous inspection date	25/01/2011

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

- Children enjoy their time at this friendly nursery and have formed positive relationships with each other and their keypersons. Their backgrounds and home languages are known to staff and this is valued in the nursery.
- Children enjoy a varied range of activities which help them make good progress across all areas of learning both indoors and in the garden areas.
- Strong partnerships with parents help the children develop a sense of belonging and aides parents to support their children's learning at home. Parents' opinions are actively sought and acted upon.
- Managers have good systems in place to evaluate the settings strengths and weakness in order to secure better outcomes for children.

It is not yet outstanding because

- The environment is not always used fully effectively to extend children's learning further.
- There are limited opportunities for children to benefit from outings to gain knowledge of the local environment.

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 three play rooms and the two outside areas.
The inspector talked with some parents, staff and children within the nursery and
- held discussions with the nursery manager and training and development manager throughout the inspection.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector looked at a sample of available documentation such as observations and activity plans.

Inspector

Helen Steven

Full Report

Information about the setting

Golders Green Day Nursery registered in January 2005 and operates from premises in Golders Green in the London Borough of Barnet. It is part of the Asquith Court Group, which owns and manages 79 childcare provisions. The nursery is arranged over three floors and has three rooms in which the children are cared for in age related groups. Children have access to two secure outside play areas.

The nursery operates each week day for 51 weeks of the year between the hours of 7.30am to 6.30pm. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. There are currently 71 children aged from three months to under five years on roll. The nursery currently supports a number of children with English as an additional language. There are 28 members of staff working with the children of whom 23 hold relevant early years qualifications including Early Years Practitioner Status and a qualified teacher. There are visitors who come to facilitate specific sessions, such as football coaching and drama.

What the setting needs to do to improve further

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

- extend children's opportunities for mathematics and literacy and increase their sense of belonging by enhancing the displays and learning experiences in the environment

- provide regular opportunities for children to benefit from outings to develop further their understanding of the world.

Inspection judgements

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

Staff have a good knowledge of the learning and development requirements. They provide children with a varied range of activities and experiences across the areas of learning. Children's starting points are established as key persons seek information from parents and carry out regular observations at the start of each placement. Good systems are in place to monitor children's progress which is recorded in their 'Incredible Learning Journey' document. Systems are in place to ensure children feel secure and happy as they move rooms within the nursery and links are made with local schools to help children

move on in their next stage of learning. Toys are of good quality and children access them easily both indoors and outside. The children are able to choose and instigate activities themselves as well as be involved with those that are adult-led.

Babies explore the sounds of their voice as they join in familiar songs. Their communication skills are further supported as they hear staff routinely commentating during the day. Children's home languages are known by their key person and this is valued and included in the setting. There are a range of community languages spoken in the nursery and, where possible, children are placed with key persons who speak their home language. Parents are encouraged to share information about their culture. This information is displayed around the nursery to give children a sense of belonging, although the photos are not at low level for babies to view with ease. Children have access to a varied range of books displayed in book areas throughout the nursery. They explore these independently as well as with staff. Staff use routines such as snack times to encourage children to chat with others and increase their vocabulary. Staff plan activities in order to extend the children's understanding of the sounds that letters make. Older children are confident to talk to visitors about their nursery. They display their skills in writing and sounding out the letters of their names. Toddlers adore making large sweeping marks on the whiteboard in the garden, washing off the paint with a cloth and starting again. Babies use chunky chinks to draw large pictures.

Children engage in imaginative role-play based on their own first-hand experiences. Toddlers busily wash their dolls and older children take their sick dollies to the role-play hospital. This area includes dressing up clothes and props such as stethoscopes, however it lacks resources that encourage children to write and use numbers. Children express their ideas through painting and collage. They enjoy dipping their spatulas into the glue pots and sprinkling on generous amounts of glitter. They have opportunities to explore musical instruments and have weekly drama sessions.

Older children show an interest in time and ask to look at staff members' wrist watches. Toddlers are aware of number names as they are pressing buttons on phones. Staff use mathematical language throughout the day as they talk about size and colour. Children have great fun exploring how water travels down a series of guttering pipes in the garden. All children are able to explore the feeling of wet and dry sand. They explore nature as they have begun to dig the soil and plant vegetables. Older children are being introduced to caring for living things as they have acquired goldfish. Children have visited a local shop to observe and learn about foods relating to the Jewish culture in relation to a recent festival. However, there are limited opportunities for children to learn about their local environment and to extend their understanding of the world through visits to places in the community. Parents are invited to visit and share information about their occupations with the children. Toddlers explore large magnets and staff provide opportunities throughout the nursery for children to discover how things work. Older children have access to a large smart board which gives them an opportunity to explore information technology. Staff use software programmes that support children's literacy and numeracy skills. Overall, children are learning good skills for their future steps.

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

Children have made strong relationships with their key person and other staff members and are happy within the nursery. The secondary key person system enables children's individual needs to be met effectively when their special key person is not at the setting. Young children play alongside each other, and older children have developed friendship groups where they play together sharing ideas. Overall, children behave well. The staff offer them lots of choice and engage them in making decisions. They are aware of the expectations of the nursery and pictorial prompts of the 'golden rules' are used as a reminder. Staff encourage children to have a sense of responsibility. For example, young children routinely scrape their lunch plates into one bowl when they have finished. Children's independence is supported through staff enabling them to access resources independently and serving themselves at lunchtime.

All children benefit from time each day in an outdoor space providing them with fresh air and exercise. Children enjoy a range of opportunities for physical activities which supports their well-being, for example, babies climb on the soft matting and pull themselves to standing. Toddlers enjoy running under a large parachute during a group game and older children balance skilfully on cup stilts, walking around the garden. Pre-school children have the benefit from a free-flow between the indoor and outside environments and babies are taken into their adjacent garden. Toddlers have regular times when they are taken down to the garden each day. In addition, there are some opportunities to go on local outings for the older children; however this is not extended to regular opportunities for younger children and babies. The managers have plans to develop the large garden area to make it more effective in children's all round learning and development. Furthermore, there is organisational training being rolled out to strengthen the outdoor learning experiences.

Children's dietary requirements are known to staff and a colour coded system is in place to support this. Freshly cooked food, such as shepherd's pie and vegetables, are enjoyed by the children. There are vegetarian and Kosher options and food is chopped or pureed as required for babies. Children have the opportunity to help themselves to water throughout the day and are encouraged to feed themselves independently, with support from adults when required. Food is plentiful and children help themselves to seconds. Children tell visitors that they wash their hands before snack to make sure they are not dirty. Babies' individual sleep routines are supported and most toddlers rest after lunch. However, as the beds are labelled only with text toddlers are not supported in independently finding their own bed and settling themselves down to sleep. Gentle reminders about safety are given during the day, for example when children walk down the stairs they are reminded to hold the rail. Children are able to inform visitors what they have to do to keep themselves safe in the event of an emergency evacuation and where they meet up. Information is on display to remind everyone of the last fire drill and the time it took them.

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

Children are safeguarded by the organisation's robust recruitment and vetting procedures, including the successful induction of new staff. There is evidence that staff hold suitable checks. The organisation ensures that all staff receive safeguarding training in order to support children's safety and security. Signs are prominent in the premises to remind staff, parents and visitors that mobile phones cannot be used in the nursery. An intercom system is used for the main door and the security has been strengthened further by additional intercoms on the gates in order to prevent children leaving the premises unsupervised and to prevent unauthorised persons entering. A number of staff throughout the nursery hold valid paediatric first aid certificates in order to treat children appropriately in the event of an accident.

Policies and procedures for the organisation are in place and their effectiveness is monitored by managers at the setting and regional training managers. Procedures are in place to ensure that notifications are made to the regulator as required within the 14 day time-scale. Regular one to one meetings with staff and annual appraisals are used to monitor and support their practice. There are opportunities for staff to attend regular team meetings and in-house training sessions to support professional development. Systems are in place for the setting to effectively reflect on their strengths and weaknesses. Recommendations from the last inspection have been addressed successfully in order to improve outcomes for children. For example, information is sought from parents to establish children's starting points in learning and children's individual comforters are stored appropriately to promote their good health.

The staff have a good relationship with parents and actively seek their views and opinions. For example, parents complete annual questionnaires and their feedback is used to identify areas for development. Key persons meet regularly with parents to share information and discuss children's progress. Parents have access to beautiful photos as well as written observations which are included in their child's learning journeys. Parents use the 'home learning bags' to enable them to share books with their children and support their learning at home. Parents are positive in their response about the nursery and report that their children are making good progress. They report that the key strength of the nursery is that staff are 'really nice', 'warm and friendly'. They like that the nursery includes families from different sections of the community and the food that is offered caters for different diets. The provider has a website with a specific parent portal and this includes 'live chats' covering different topics such as behaviour management as a support for parents. The staff are looking at ways to further engage dads and have organised an event around Father's Day. The manager is aware of how to access support from other agencies as and when required to ensure children's individual needs are supported.

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	EY286593
Local authority	Barnet
Inspection number	910031
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	71
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	25/01/2011
Telephone number	020 8458 7388

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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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