

Abracadabra Preschool Nursery

St. Patricks Social Club, Hardie Close, LONDON, NW10 0UH

Inspection date

03/10/2013

Previous inspection date

08/02/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery has good systems in place for the planning, delivery and monitoring of the educational programmes. These systems support children to make good progress in all areas of their learning and development.
- There is an effective key person system in place to target children's development and build bonds between staff, children and parents. This keeps them moving forward at a good pace.
- Children show a positive attitude to sharing their thoughts and ideas with others and that they are able to work independently. Children's good behaviour helps to maintain a calm learning environment.

It is not yet good because

- There are fewer opportunities for younger children to use pictures to help them to more choices as they select play resources.
- The provider's self-evaluation is not consistently thorough, and this has led some reaches of safeguarding and welfare requirements since the last inspection.

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 children's activities indoors and outside.
- The inspector tracked children, looked at children's assessment records and discussed activity plans with the manager and staff.
- The inspector reviewed documentation and discussed self-evaluation and improvement plans with the manager.
- The inspector spoke to parents and took note of parents'.

Inspector

Cordalee Harrison

Full Report

Information about the setting

Abracadabra Preschool and Nursery registered in 2012 and is privately owned by Abracadabra Preschool Academy Ltd who also own one other nursery provision. The nursery operates from a church hall, which has been converted to meet the needs of the children. The nursery is situated in Neasden in the London Borough of Brent. Children have access to two rooms. All children share an enclosed outdoor play area. The nursery serves the local and wider community and is open for 50 weeks of the year. The nursery is open each weekday, from 8am to 6pm, offering both full- and part-time places. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged three and four. There are currently 30 children on roll, all of these are in the early years age range. The nursery currently supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are eight members of permanent staff, seven of whom work directly with the children. The manager holds Early Years Professional Status and most other staff hold relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the systems for self-evaluation to ensure it continually evaluate all aspects of the setting's performance to consistently identify strengths and areas for development, taking into account contributions from staff, parents and children to foster a culture of continuous improvement

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

- increase the amount of visual clues in the indoor environment for the youngest children, to increase their ability to make choices.

Inspection judgements

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

Staff plan and deliver good quality educational programmes that cover all areas. To enhance children's learning staff consistently use observations and assessment to inform their planning. They set clear learning intentions for further activities in partnership with parents. The manager supports staff effectively to differentiate activities and provide good

levels of challenges for children through structured and free play activities. Staff engage with children well and this encourages children to share their learning and interests. Additionally, it provides more opportunities for staff to gauge children's understanding. For example, as children make repeating patterns with the brightly coloured shapes staff challenge their understanding of colour and shape recognition. Children's self-styled activity demonstrates that they can set their own challenges to deepen their mathematical knowledge. Children happily experiment to learn more. Children talk to each other and explain what they are doing and they remind each other of the names of the equipment they are using in their role play. They learn together as they take turns at being the doctor and the patient in their game, and relate the play to their own experiences.

Children's attitude and behaviour shows that they are learning actively, their open communication with staff and their friends shows that they are extending their language, communication and social skills. The vast majority of the children in the nursery are at developmental stages where they are able to communicate by talking. Even so, staff are very alert to the other means of communication that the younger children and those with little language use. Staff respond positively to their efforts at communication and this lets children know they understand. For example, they know when these children want to sit and enjoy favourite books and when they are not ready for lunch. They are flexible to change the routine so that these children can eat with another group later. This allows these children to continue to play and show that staff know that the meeting children's individual needs are central to confidence and self-awareness.

Staff support all groups of children to make good use of the outdoor classroom to deliver the educational programmes. Children express their creativity and develop early writing skills as they colour and paint outdoors. They solve puzzles, negotiate space and estimate as they fill the wheel barrow with soil. They learn that the more soil they put in the harder it is to push and through this children are learning to work as a team to get the job done. Children develop their understanding of the world as they build and construct outside. In addition they plant and grow soft fruits in the garden. As they care for the fruits and vegetable they learn about where food comes from and that living things need to grow. The well-equipped classroom makes it easy for children of different developmental stages to feel included. For example, spades with shorter and longer handles makes it easy for children of different age, height and strength to work together. Good use is generally made of the indoor and outdoor spaces and resources. This provides environments for children to develop their understanding of how they learn best most of the time. However, there are few pictures to help younger children to select items, particularly when they play indoors.

Children show a positive attitude to sharing their thoughts and ideas with others and that they are able to work independently. Children's good behaviour helps to maintain a calm learning environment. This allows for small, large group and individual activities to take place simultaneously. This is particularly evident with preschool aged children. Children's interests and positive attitudes to learning keeps them purposefully engaged. They show that they are preparing well in readiness for school.

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

There are warm and positive interactions between children and staff. Staff know the children well and this helps children who are settling to feel secure. For example, they know the items that comforts these children and they allow children to use them. Although staff allow children to show their emotions, they use positive methods to distract and engage with them. For example, children forget that they are missing their parents as staff support their play in the garden. Children have fun using the wide range of equipment that is appropriate for their developmental stages. Key persons work closely with children, parents and their colleagues to meet children's individual needs and this helps children to build secure relationships with the adults who care for them.

The nursery's settling-in procedure works well because it enables staff to engage with parents and children to identify children's starting points, personal and cultural needs. For example, staff make sure that they find out the correct pronunciation of every child's name. All staff identify children by their names and this helps to affirm children's individuality. The nursery provides for children from diverse cultural backgrounds, the staff team reflects this, and they use the information to the advantage of the children. For example, a child's key person may also share their cultural experiences. Staff engage closely with parents to learn how best to use children's home language to promote their learning. They use children's home language along with other resources including, bilingual staff, and picture exchange to support children's learning of English and this positively promotes inclusion. Parent praise the staff for this aspects of their work. There are individual educational plans for in place for children with special education needs and/or disabilities. There are effective systems in place, which the manager, key persons, parents and educational professionals use to strictly monitor, review, and target the development of these children. This ensures that they are all proactive to implementing the best strategies that keeps these children moving forward at a good pace from their starting points.

Staff share information with parents daily. Parents can review their children progress records and children's learning journals, which include pictures of their work and play. These records help parents to understand more about their children's learning experiences in the early years. Parents state that they welcome this information. Staff in the nursery are now making proper use of its resources, including additional classrooms indoors and outdoors. There are now additional suitable chairs available, which enable children with special educational needs and/ or disabilities to sit comfortable and safely with their friends at meal times.

Children eat balanced and nutritious foods and their meals include foods from the main food groups. The preparation of children's food in the nursery enables children to eat food that is healthy. Additionally, it enables staff nursery to meet children's dietary requirements and parents preferences for their children. In addition to nutritious foods all children get plenty of fresh air and exercise each day. Staff act promptly to care of children personal hygiene needs. These practices and activities, along with routines such as hand washing and dressing properly in consideration to the weather, are promoting children's understanding of the importance of healthy lifestyles.

The nursery has improved safety for children because all of the nursery equipment is now properly maintained. These improvements ensure that children are not able to leave the premises unsupervised and all of the areas available to them are clean and properly maintained. These improvements minimise risks to children and promote their understanding of personal safety. However, there have been times since the last inspection, when the provider has breached some safeguarding and welfare requirements. At such times, the provider did not safeguard children and promote their welfare well, although the current practice is suitable.

Staff redirect children and help them to understand how to make better choices. This helps children to learn to manage their behaviour, cooperate with others and begin to work as a team. Children behave well they are responsive to the staff and they show respects for their friends. Children are learning to listen and respond positively to the adults who are caring for them and this serves them well in readiness for school.

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

This inspection took place following a previous visit by Ofsted after a concern being raised. Ofsted raised actions linking to the security of the premises, sharing information with parents, risk assessments and equal opportunities. The provider has addressed all these actions raised by Ofsted. The provider now generally meets all the requirements of the Statutory Framework for the Early Years Foundation Stage. However, when the provider breached the safeguarding and welfare requirements it demonstrates that the leadership team's did not have a good enough knowledge of the safeguarding and welfare requirements at this time and children were not effectively safeguarded. Even so, the provider has good systems in place for the delivery and monitoring of the educational programmes. Under the guidance of the manager who holds Early Years Professional Status, all children are making good progress in learning and development in readiness for school.

The nursery's record of attendance shows that the provider meets the required adult child ratios. Staff are deployed effectively to meet children care and learning needs. Staff in the nursery are knowledgeable about child protection matters. Staff are clear and confident about what to do if they have concerns about any child's well-being. All adults in the nursery are properly vetted, this ensures that children are only alone with suitable adults. The necessary contact details for the local safeguarding agencies and Ofsted are displayed prominently in the nursery. This enables staff and parents to act immediately if concerns arise about children's well-being. Staff know and understand the reasons for the nursery's whistle blowing policy.

Although there are systems in place to evaluate the nursery's overall performance, they are not all well established. For example, although the systems to monitor and deliver the educational programmes are good the past breaches of the safeguarding and welfare requirements demonstrate that the self-evaluation and monitoring systems are not robust.

However, the leadership team has taken actions to address recommendations from the previous inspection and this shows a willingness to improve the quality of children's learning experiences. For example, all children are now able to make full use of the outdoor classroom and staff gain good quality information about children's home languages.

Parents praise the staff and leadership team for the information they share, they refer to the home and nursery link books and newsletters. They praise the nursery for their positive use and value of children's home language. They state that staff use children's home language to promote their speaking and understanding in English. Staff in the nursery have completed some assessments for children at age two and they engage fully with parents when doing so. The manager reviews each of these records and this ensures that correct strategies are in place for individual children and that the reports meet the requirement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY452151
Local authority	Brent
Inspection number	932438
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	30
Name of provider	Abracadabra Preschool Academy Limited
Date of previous inspection	08/02/2013
Telephone number	07796 960990

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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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