

Nightingale Nursery

23 Victoria Road, Barnet, Hertfordshire, EN4 9PH

Inspection date

31/10/2013

Previous inspection date

06/06/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 settle well and enjoy a variety of activities in a stimulating play environment. They gain self-confidence as they explore independently and in groups.
- There are good monitoring and assessment systems in place. Children benefit from staff's awareness of their individual learning needs and next steps.
- Staff are flexible in their approach, helping children to feel safe and well looked after.
- Staff work closely with parents to help children move on in their learning. They offer good support for children with special educational needs.

It is not yet outstanding because

- Staff do not extend children's interest, knowledge and understanding of the natural world by, for example, bringing natural materials indoors for children to explore further.

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 participating in a variety of activities.
- The inspector talked with members of staff.
- The inspector sampled the nursery's documentation with a particular focus on documentation relating to children's progress and safeguarding.
- The inspector interviewed the provider and her co-manager.

Inspector

Jill Nugent

Full Report

Information about the setting

Nightingale Nursery registered in 1997. It is privately owned and operates from a purpose-built building in Barnet in the London Borough of Barnet. Children have the use of a large hall and small quiet room. They have access to two secure outdoor play areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It receives funding for the provision of free early education for children aged two, three and four. The nursery is open every weekday from 8.00am to 6.00pm for 46 weeks of the year. There are currently 37 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are nine members of staff, including two co-managers, one of whom holds Early Years Professional Status. The majority of staff have appropriate 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:

- provide more opportunities to build on children's interest in the natural world by, for example, bringing natural materials indoors for children to explore.

Inspection judgements

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

The nursery is effective in meeting the learning needs of all children. Staff have created an attractive play environment and this encourages children to make choices independently. As a result children make the most of opportunities to explore in a wide variety of situations. They often become absorbed in their play, for example, when playing independently in the water tray or with a group in the 'home corner'. Children are well supported by staff, who enhance children's enjoyment through their interaction. Staff are aware of children's individual needs and, consequently, are thoughtful about their interaction with children. For example, at times they stand back to observe children and at other times they talk with the children, offering extra support when appropriate. This sensitive approach helps children to relax and to discover new things as they enjoy their exploration.

Staff are effective in extending children's learning by following up children's current interests. For example, they find a relevant book to share or introduce the names of different shapes. They make suggestions based on children's interests, such as encouraging children to build walls on which to stand their 'Humpty Dumpty' toy eggs.

Children who are learning English as an additional language are particularly well supported. Staff help these children to develop their use of language by teaching them nursery rhymes and sharing bilingual picture books. Staff model language for children by repeating simple words and phrases. Children respond with interest, practising their new words and linking them to objects or actions. When introducing an activity, such as krispie cake making, staff explain clearly to children what the task involves so that children are able to follow the instructions with confidence.

Staff make good use of an effective system of observational assessment to plan for individual children's learning. They take account of parents' knowledge of their children's stage of development when starting at nursery, and early observations while children are settling in, to set a baseline for children from which to plan their next steps in learning. As a result staff get to know the children in their key groups very well and regularly plan activities to move them on in their learning. Consequently children make good progress given their individual starting points. Staff support children to acquire useful skills for the future, such as learning to cooperate and share and to listen carefully. For example, staff share 'big' books with the children and play games and complete puzzles together. In this way children are well prepared to move on successfully to school.

Children benefit from good opportunities to explore different objects and materials creatively. A selection of art and craft resources is made easily accessible so that children can make choices and express their own ideas in pictures. Children especially like to investigate sand and water and have fun playing with a variety of toys in the sand and water trays. They learn about the natural environment when finding out about different seasons, for example, when investigating autumn leaves or growing summer plants outdoors. However, staff do not always take the opportunity to extend children's interest in living things and nature by, for example, bringing natural materials indoors for children to explore further. Children learn about different cultures and religions when discussing each other's families and backgrounds. When celebrating special festivals they learn more about diversity in a wider world.

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

Children settle well and are keen to participate in the activities on offer. They benefit from the wide choice of resources and this encourages them to become active learners. Staff are effective in their roles as key persons, helping children who are new to the setting to develop a sense of belonging and become independent. Children play happily and are enthused by staff when joined by them in play. Children learn to concentrate on their chosen tasks and gain confidence through adult support. Children often spend long periods of time investigating and experimenting. In this way they reinforce their own learning and develop an open attitude to new learning experiences.

Staff promote a calm, relaxed atmosphere. They act as good role models, moving quietly between activities and speaking clearly to children when helping them to sort out any problems. They are fully aware of children's individual care needs. They are flexible in their approach so as not to upset or distract children unduly. As a result children behave

very well. They respond positively to staff's requests and listen attentively when necessary. They learn to share fairly when playing together in groups, for example, when pretending to prepare meals in the 'home corner'. Children learn to make their own positive contribution, for instance, when helping to set tables at lunchtime or tidy away after an activity.

Children feel safe on the premises and approach adults with confidence. Staff have put in place appropriate safety measures, such as safety gates on the entrances to the kitchen and office. They supervise children carefully when walking over to the grassy play area outdoors. Children enjoy a range of opportunities for taking part in physical activities. They have fun joining in music and movement sessions indoors. They especially like the choice of outdoor activities on offer in the play area adjacent to the building. In particular they enjoy using the climbing equipment on the grassy area. These activities help children to develop physical skills in the fresh air, which contributes to keeping the children fit and healthy.

Staff promote children's awareness of good hygiene practices. Children learn to use the toilet independently and can also access drinking water whenever they feel thirsty. The cook provides a variety of nutritious lunches, using fresh healthy ingredients. Children develop good social skills as they sit in small groups to eat lunch. They are provided with some choices in order to meet their dietary needs and to encourage them to try different foods. Consequently children acquire new tastes and eat well. In addition they enjoy the freedom to choose their own snack during the morning from the selection of healthy foods on offer, such as fresh fruits. Therefore children begin to adopt healthy lifestyles which promote a sense of well-being.

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

The provision is run by two managers, one of whom is the named provider. They work in close partnership with a deputy manager. They offer staff good support and consequently the whole team works consistently and effectively. There are appropriate procedures in place to promote the safeguarding of all children in the nursery. The managers ensure that staff undergo the necessary checks regarding their suitability to work with children. Staff carry out regular risk assessments and safety checks on the premises to ensure that any potential risks to children are minimised. There are various notices around the nursery to remind staff about maintaining a safe play environment, for example, to check for excess water on the floor around the water tray. Staff are well trained in safeguarding procedures and know what to do if they have any concerns relating to child protection.

The management team are particularly effective in their monitoring of children's learning and development. They check regularly to ensure that staff keep their observational assessments up to date and plan relevant activities for children to challenge and extend their learning. The managers have introduced a tracker system which shows at a glance any gaps in children's individual progress, enabling staff to set actions to help close those gaps. This system is also useful in highlighting any serious concerns about children's

progress so that extra support for individual children can be put in place promptly, if necessary. The management team works closely with staff, parents and other professionals to set up, implement and monitor individual learning plans for those children who have been identified as having special educational needs.

Parents receive detailed information about the nursery's provision for children. There is a particular focus on the importance of play and how young children learn. This is reinforced by information displayed around the setting and in the termly newsletters. Parents are actively encouraged to be involved in their children's learning in various ways. They are invited to the nursery to share any special skills they have with the children, for example, organising a baking session. They are supported in sharing observations of their children's learning at home. Staff offer suggestions for activities that parents might like to organise at home. In addition parents are asked to comment on their children's written progress reports, including the mandatory progress check for two-year-old children. Staff also talk with parents on a daily basis to exchange information about children's well-being. Children benefit greatly from this close working partnership.

The managers make good use of a process of evaluation to encourage staff to reflect on their practice and to highlight areas for further development. They are proactive in seeking advice to help them improve the outcomes for children. Since the previous inspection they have developed and improved the system of observational assessment and reviewed the layout of the play environment. This has resulted in better opportunities for learning and closer monitoring of children's progress. The managers are continually working on developing staff's practice, for example, improving their interaction with children. They are quick to make the most of opportunities that arise, for instance, purchasing a set of rain suits for children. They have interesting plans for extending the learning experiences on offer to older children, having obtained access to extra space in the adjacent building. Overall the management team maintain a good momentum towards the ongoing development of the nursery.

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	147590
Local authority	Barnet
Inspection number	814125
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	37
Name of provider	Margaret Collins
Date of previous inspection	06/06/2011
Telephone number	020 8441 8788

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

