

Early Learning Years Nursery

19 The Grove, Finchley, London, N3 1QN

Inspection date	04/11/2013
Previous inspection date	13/06/2013

The quality and standards of the early years provision	This inspection:	2
	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		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

- There are strong relationships with parents at all levels. This ensures parents feel valued and included as part of nursery life and helps them to contribute to their own children's welfare and development.
- Children build strong relationships within the nursery because key people plan for children's emotional wellbeing.
- Teaching is successful, helping children to meet the targets set for them. All children are meeting expected levels for their age and some may exceed this.
- Practitioners are particularly good at developing children's understanding of their own cultures, those of other people and other communities.

It is not yet outstanding because

- Staff do not spontaneously encourage children to think through and respond to open-ended questions during child-initiated play.

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 conducted an unannounced inspection.
- The inspector observed practitioners teaching and children learning.
- The inspector discussed practice with practitioners, the manager and registered person.
- The inspector sampled documents including those for safeguarding and general suitability.
- The inspector read the self evaluation.
- The inspector spoke to parents about their views.

Inspector

Carolyn Hasler

Full report

Information about the setting

Early Learning Years Nursery opened and registered in 2002. It is located in a residential area of Finchley. The nursery operates from a self-contained house near the main high road with good access to public transport and local amenities. The nursery operates Monday to Friday from 7.30am to 6.30pm, 51 weeks of the year. There are currently 58 children on roll in the early years age group. The nursery receives funding for the provision of free early education for children aged two, three and four years. Children can attend for a variety of sessions. The nursery currently supports a number of children who speak English as an additional language. The nursery employs 14 staff to work with the children, some of whom work on a part-time basis. Over half the staff have early years qualifications to NVQ Level 2 or above. The nursery receives support from a teacher from the Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- create opportunities for children to think through and respond to questions during child initiated play by further developing practitioners skills in using open ended questions.

Inspection judgements

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

Overall, teaching within this nursery is well planned. There is a good mix of both child and adult-led activities. Most of the more formal teaching takes place within small groups. At these times, practitioners provide children with helpful instruction, encourage problem solving and use open questioning. The learning environment encourages children to develop independence in their choices. Children are comfortable moving around the environment seeking out resources and engaging in meaningful play. Practitioners support play and engage children within all the age groups. However, they are less consistent in spontaneously using open questions during child initiated play activities. Overall, there is a good level of teaching across all age levels within this nursery. Practitioners talk knowledgeably about their key children and tailor teaching to meet individual needs.

Children show good levels of self-assurance in this nursery. They approach tasks confidently and show a have-a-go attitude towards learning. They are explorative and inquisitive as they engage in play. There is lots of laughter and happy faces throughout this nursery provision, which demonstrates that children are content. Children are developing language at expected levels for their age. High ratios of practitioners ensure children receive lots of one to one attention in each of the age groups. Practitioners

support the development of language through talking with children about their interests, friendships and home lives. Topics, stories, rhymes, songs and working with beats all encourage vocabulary development. The environment encourages children to be physically active. They move safely between each of the rooms, negotiating stairs. Slopes, tunnels and slides challenge babies' and toddlers' dexterity. Children are encouraged to be much more physical outdoors with large climbing equipment and a range of trundle tricycles and scooters.

The nursery prepares children for more formal learning. Children learn to recognize their names written down. As they get ready for school this develops into work on sounds and letters. The environment supports and challenges children to develop skills in mathematical understanding. Children work in small groups on matching colours, sorting groups of ten units and playing more or less games. Outings to local parks and farms extend their experiences of the world. Special events excite children and this increases their understanding of different festivals throughout the year.

Overall, the key person system ensures consistently shared information between parents and the nursery. Parents are encouraged to be partners in planning for and supporting their child's learning. Assessments including the check for children aged two years old are concise and parent friendly. Staff provide parents with evaluated assessments with progress information and this helps them share their thoughts on the next steps to work on. Records clearly show how practitioners monitor development and challenge children's learning towards their targets.

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

There is an effective key person system, which places the child's emotional wellbeing at its heart. It offers consistency of care to young children even when their special person is not around. Babies, toddlers and preschoolers develop strong emotional attachments. Practitioners are good role models for children. They encourage sharing and turn taking, manners and politeness. Children in turn reflect this as they build social skills. Practitioners who offer praise for good behaviour and special achievements then reinforce this. Friendships are forming between children even in the toddler age group. Children walk around holding hands and share play games together. They build an understanding of each other as individuals and fully participate in celebrating their differences. Practitioners and parents are proud of their focus on teaching children about different cultures, beliefs and lifestyles.

Safety within the learning environment is prioritised both inside and outside. Practitioners help children develop their understanding of keeping safe. They do this within group discussions and through timely reminders to children when playing. As children gain independence, they do more tasks for themselves. There is increased independence in self-care skills as children grow and develop. Children learn to dish their own meals up and clear away. Those who have the skills are encouraged to use the bathroom areas independently. They engage in tasks such as hand washing and teeth brushing. Meals are nutritious; parents are encouraged to provide menu ideas, which are incorporated into

meal plans. The easy access to outside spaces for older children encourages them to be physically active, developing skills in balance and coordination. Overall, this provision encourages children to build healthy habits within their lifestyles for the future.

Children gain all the emotional strength they need to manage change between nursery and school. They build a strong sense of themselves as independent learners able to contribute to their own and others experiences. Their experiences of building strong attachments to those who care for them and friendships will help them adapt well to change.

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

The leadership and management team are effective in developing practitioner's knowledge and skills in delivering the curriculum. Informal supervision, regular appraisals and the managers hands on approach, help to maintain good standards of teaching. There are robust monitoring systems in place to ensure assessments are accurate, evaluated well and expectations are high. The focus on partnership working with parents and others involved in children's care and development enriches the experiences children receive. As a result, children meet the targets set of them and on occasion exceed these.

Recruitment procedures are robust in this provision. All staff under-go checks to establish their suitability. The leadership and management team regularly ask practitioners to disclose updated information. This maintains their suitability. Overall, safeguarding knowledge is good. The leadership and management team maintain regular training and ensure information is readily available to their team. Practitioners are able to share their knowledge on a range of issues. These include the policy and procedure for safeguarding children, whistle blowing and the use of mobile phones and cameras within the nursery. Practitioners understand they have access to outside agencies to share their concerns. There is good building security. The nursery uses a CCTV system both internally and externally. The good practice of the leadership and management team and that of the staff ensure children's continued safety.

Training is identified and prioritised through the supervision and appraisal system. The leadership and management team understand the skills of their workforce and develop them further. They have a number of staff who are working towards higher professional qualifications. As a result, practitioners feel supported and morale is high. The leadership and management team work with practitioners, and parent's views are clearly important to this nursery. Their shared contribution helps shape the service provided. Areas for improvement are identified and actioned. This improves outcomes for children. The nursery works with a number of other agencies including their local authority, schools and health professionals to maintain and improve children's development, wellbeing and safety.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY153081
Local authority	Barnet
Inspection number	939642
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	58
Name of provider	Early Learning Years Nursery Partnership
Date of previous inspection	13/06/2013
Telephone number	0208 349 3492

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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