

Luton Street Community Nursery

Luton Street, London, NW8 8RL

Inspection date	19/03/2014
Previous inspection date	21/10/2010

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

- Staff develop strong partnerships with parents through regular communications. They continually exchange information for the benefit of each child's care, learning and development.
- The leadership and management of the nursery are good. The staff team work well together to meet the needs of all the children.
- Staff make good use of a safe and secure outdoor environment that offers an exciting range of activities for all children to access.
- Staff listen to the children and ensure their ideas are included when planning the environment.

It is not yet outstanding because

- Staff do not always take opportunities to add resources to planned activities or make the best use of open-ended questions to extend children's learning and offer them more challenge.
- Staff do not always fully promote children's understanding of the importance of healthy eating and the effects of physical activity on their bodies to support their learning and development.

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 looked at a selection of policies, risk assessments and other required documentation.
- The inspector observed the children during their activities indoors and outdoors.
- The inspector followed the progress of two children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and parents.

Inspector

Rosie Bloomfield

Full report

Information about the setting

Luton Street Community Nursery registered in 2005. It is run by London Early Years Foundation under a management contract for Westminster City Council. The nursery is located in the Marylebone area in the London Borough of Westminster. The nursery is a purpose-built single storey building consisting of two main class rooms and a sensory and group room. Children have access to an enclosed outdoor area.

The nursery is open each weekday from 8.15am to 5.45pm for 51 weeks in the year. Access to the premises is via a ramp. There are currently 56 children on roll in the early years age group. The nursery supports a number of children who speak English as an additional language and supports children with special educational needs and/or disabilities. The nursery gets funding for the provision of free early education for children aged two, three and four years.

The nursery employs 12 childcare staff members of whom 11 hold appropriate early years qualifications. One member of staff is working towards an early years qualification. Additionally, the nursery employs a chef.

What the setting needs to do to improve further

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

- strengthen the quality of teaching to fully extend and challenge children's learning, for example by using more open-ended questions
- provide more activities that support children's awareness of making healthy choices and the effects of physical activity on their bodies

Inspection judgements

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

Children are happy and settled as the nursery is thoughtfully laid out, well resourced and meets the needs of the children who attend. Children have a good awareness of where resources are and what is on offer. They move happily around both the indoor and outdoor environments, choosing what they want to play with. Staff have a good knowledge of each child, what they like to do and ensure there are activities and resources for all children to access that interest them. For example, there are plenty of vehicles for children to ride on or transport things in, whilst other children enjoy playing in the water tray. This means children are actively engaged for the vast majority of their time at nursery. Staff's knowledge of child development means they are able to offer good

quality teaching and provide resources that meet the children's needs and help them learn. Staff refer to national guidance about child development to help them to ensure all areas of learning are covered. As a result children are making good progress in their learning. Staff take opportunities throughout the session to join in the children's play and make it purposeful. For example, they join in the role play outdoors, dressing up and singing with the children or join children at the water tray and encourage them to empty and fill containers. However, on occasion, staff miss opportunities to further challenge children and extend their thinking by not adding more resources or using open-ended questions.

Children's communication and language skills are developing well. The staff respect children's home languages, which helps them promote inclusion. Families provide important words in their home languages to help children understand routines and communicate their needs. Staff further support this by using Makaton signs throughout the session to aid communication with the children. Therefore, children who speak English as an additional language make good progress in their learning.

Imaginative play is well supported with resources that encourage children's play ideas such as role-play areas and a well-resourced and accessible small world area. Staff show good awareness of when to leave children to engage in their own learning and when to intervene in their play to extend their thinking and problem solving. For example, children have access to a playhouse that has been resourced as a market with equipment such as tills and real vegetables. Children remain engaged in activities such as this for a good period of time. There are timely interventions from staff who encourage play by 'buying' vegetables and allowing children to transport them. This helps children stay involved in activities and learn how to play cooperatively with their peers. Children have the opportunity to be creative at a painting easel or by having access to musical instruments throughout the session.

Children have opportunities to use mathematical language throughout the session. For example when cutting potatoes children are asked to count the number of pieces they have and look at whole potatoes to decide which one is 'big', 'bigger' or 'the biggest'. As a result children are beginning to have an awareness of quantity and size. Staff introduce science and nature experiences as the children are given opportunities to grow potatoes and play with real vegetables in the home corner. This enable children to gain awareness of how things grow and how food looks in its natural form.

Parents keep fully informed about their children's progress through both formal and informal discussions. Staff also complete progress checks on all children every four months, which include ideas as to what parents can do at home to further support their child's learning. The reports help parents to see what their children have been doing at nursery and they are invited to add their own comments. Consequently, the nursery effectively promotes children's learning in partnership with parents.

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

Children are helped to feel secure by kind and helpful staff. Staff find out about children's backgrounds and needs through discussions with parents and by carrying out settling-in observations. Most children are happy with any member of staff, not just their key person, demonstrating harmonious relationships. Positive relationships between children, staff and parents enable children to feel secure and confident in the nursery.

Staff have a good awareness of what children like to play with each day they come into the nursery and help them settle at an activity. Staff listen to children and ensure their ideas are included when planning the environment. For example, children have the opportunity to come together and decide if there are particular activities they would like to take part in or resources they would like to play with. This helps boost children's confidence when speaking to adults and when voicing their needs and wants. Children develop a good understanding of how to behave kindly towards each other because staff teach them to be thoughtful and considerate. Staff teach them to take turns and share in their play. They offer reassuring support to new children who are settling in. Praise and encouragement from staff helps to ensure that children develop high levels of positive self-esteem. As a result, children are well mannered and mostly follow simple rules. Staff are well deployed and have a good awareness of what is going on around them even when playing with one child. They work and communicate very effectively as a team. As a result, they are attentive to all children's needs.

Children have access to fresh drinking water throughout the day. They have a choice of healthy snacks and an on-site chef prepares fresh, balanced meals daily. Children wash their hands before meals and snacks. They are encouraged to set tables, serve their own food and clear away their plates as they finish. This helps them develop their self-help skills. Children have regular, free flow access to a well-resourced outdoor area. They have plenty of opportunities for fresh air and have space to take part in both large and small muscle physical play such as digging and pushing wheelbarrows. However, staff do not take full advantage of opportunities to make children aware of the importance of healthy eating and the effects of physical exercise on their bodies to increase their awareness in these areas.

Staff show good safeguarding awareness to protect children's welfare. For example how to record accidents and what to do if they have concerns about a child. Daily checks are carried out to make sure everything children come into contact with indoors and outdoors is safe. This allows children the freedom to play in a safe and secure environment. It enables them to manage their own risks, for example by moving freely between indoors and outdoors or transporting equipment around the room. Children's behaviour shows they feel safe and secure in the nursery as they learn how to follow rules.

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

There is an effective procedure for safeguarding children and staff are aware of what to do if they have concerns about a child's welfare. Staff are familiar with and understand safeguarding procedures such as recording and reporting accidents. Security procedures

are in place to ensure no one has unsupervised access to the nursery and the children. For example, all visitors have to be escorted in and out. Children's safety is given high priority with effective risk assessment measures in place to keep them safe. Good staff deployment means they closely supervise all children. The management have good expectations for the quality and care provided for children and families. Regular reviews of documents and overall practice ensure the staff meet the requirements of the Statutory Framework for the Early Years Foundation Stage to a good standard.

The nursery follows thorough recruitment procedures to ensure people employed to work in the nursery are suitable to do so, which helps protect children. Staff receive a thorough induction when they start, which helps to ensure that all staff understand their roles and responsibilities in keeping children safe. Staff's performance is monitored well through regular supervisions and appraisals. The systems for collecting and storing information are consistent across the nursery and are on hand to refer to if needed, enabling the nursery to meet requirements.

The management are reflective and aware of areas for development as well as strengths in the provision for children. Staff have the opportunity to contribute to self-evaluation through discussions at staff meetings. Parents are asked for their thoughts on the nursery provision via questionnaire or at parents' evenings. This enables the management and the staff team to reflect on all areas of the provision and incorporate the views of all stakeholders into an ongoing self-evaluation process. The management have made links with the local children's centre and elsewhere in the community to help children learn more about the world around them. For example, each week the children go along to a neighbouring elderly people's home to sing with the residents.

Parents spoken to are extremely happy with their children's care, learning and development. They speak highly of friendly, knowledgeable and supportive staff and how they recommend the nursery to others. They praise the effective way the staff support their children when settling in and comment how their child is progressing well. The management and staff have forged excellent partnerships with parents that benefit children's overall care and development.

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	EY305996
Local authority	Westminster
Inspection number	951438
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	56
Name of provider	The London Early Years Foundation
Date of previous inspection	21/10/2010
Telephone number	020 7724 7965

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

