

# Abbots Manor Community Nursery

The Portacabin, Sutherland Street, London, SW1V 4JP

<b>Inspection date</b>	15/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
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 are happy and secure in the nursery which offers a warm and welcoming environment.
- Children benefit from being able to choose from a wide range of resources and activities that support all areas of their learning.
- Staff have warm supportive relationships with the children and parents.
- Children with English as an additional language are well supported and make good progress.
- Leadership and management are strong. This ensures that the nursery provides good quality learning experiences for all children.

### It is not yet outstanding because

- Planning for the outdoor area does not always ensure that there are enough quality resources available for all children to play with. Children are not always able to easily access the range of equipment available for the outdoor area.

## 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 in their play together and their interactions with staff.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector sampled the documentation of the nursery including children's records.
- The inspector engaged in discussions with the management team.
- The inspector spoke with children, parents and staff in the setting.

## Inspector

Vanessa Brown

## Full report

### Information about the setting

Abbots Manor Community Childcare Centre opened in 1981. It is one of 26 settings managed by The London Early Years Foundation, a charitable, social voluntary enterprise. It operates from a portacabin on a large main inner city housing estate in the London borough of Westminster. The nursery has access to one room divided into curriculum areas and one other room for art and craft activities. There is access to a kitchen area, toilets, office and an enclosed outdoor play area with a safety surface. A maximum of 25 children may attend the nursery at any one time. There are currently 48 children aged from two to under five years on roll. All of the 48 children receive two, three, and four year old funding for nursery education. The nursery currently supports children with special educational needs and English as an additional language. The nursery employs six staff and of these four hold 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:

- develop the planning for the outdoor area and ensure that there are enough quality resources available for all children to easily access whenever they choose to do so.

### Inspection judgements

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

Children are welcomed into a warm and stimulating environment by enthusiastic staff. Staff support parents and children to settle well into the nursery. Children and parents attend the nursery for short periods of time and then build up to when the child is confident to stay on their own. The goodbye window supports some children who are not so confident to leave their parents. They can wave and kiss their parents as they watch them leave the nursery. This helps children build confidence in being left on their own. Staff organise the learning environment well. All areas of the nursery have a specific purpose, planned to support children's development and meet their individual needs. Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They have high expectations of children and interact and engage with children well.

Play resources indoors and outdoors cover all of the seven areas of learning and development. Children play with boxes, and make dens, sort shapes and draw letters. They build with large wooden blocks and staff support and extend children's learning by following their interests and encouraging them to try things out for themselves. For example children are encouraged to think about 'what happens if' in an activity of mixing flour, water and lentils and children learn about textures and sizes when they engage in

an activity of role play at the hairdressers. Staff encourage and support children ensuring that all children feel valued. They sensitively include even the more reserved children by finding out their interests and building on them. Children play outdoors regularly during the day. Staff organise activities to support children to learn to count. Children play What's the time Mr Wolf on the day of the inspection. They become confident over time and take steps and count out the numbers. Children choose from a range of resources outdoors. However there are not enough accessible good quality resources for all children to choose from.

Staff know how to engage the youngest children in their learning and development. They provide numerous opportunities throughout the day to support communication and language, personal, social and emotional, and physical development. Staff work with children in small groups to support specific individual needs and help support children's next steps in their learning. Children listen and talk about stories. They start to recognise letters and sounds as staff model language and words. This system fully supports children to make good progress including those children who have special educational needs or learning English as an additional language. Staff assess children's starting points using observations on entry to the nursery and by talking to parents. Staff use observations of children's key achievements in the first six weeks of attendance as evidence of their initial starting points of development. Ongoing observations enable staff to plan activities to move children forwards in the next stage of their development. Staff review their key children's development regularly and use the whiteboard in the main nursery room to plan activities to support individual children and follow their interests. For example lots of children are interested in dinosaurs. Staff plan activities around this to support communication and language by reading stories about dinosaurs and children learn about different sizes and shapes when discussing dinosaurs.

Information on children's development is readily available for parents to see. Staff share information verbally with parents on their child's progress and also the planning for future activities in the nursery. Parents receive newsletters and are invited into the nursery for workshops to support children's learning and development at home. Children are well prepared for the transition into school. This is because the nursery provides opportunities for children to develop confidence and self-care skills. They learn how to be independent and hang up their own coats and bags. Children recognise their names and stick them onto the appropriate colour for their key worker group. Children learn to sit and listen during circle time. They learn about routines and how to manage their own behaviour. Staff teach children about letters and numbers, identifying sounds and syllables. Parents acknowledge that children are making good progress overall in the nursery.

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

Children build secure attachments with their key workers and other members of staff. Staff support children to feel safe by responding to their individual needs and interests. Children build relationships with key workers and other children as they work closely in small groups to support their learning and development. Children of different ages build friendships which supports their personal, social and emotional development. Staff work

with their key groups of children and teach them how to count and recognise their own names. Children of different ages talk and share stories together. This builds their confidence and self-esteem. Children's behaviour is good overall in the nursery. This is because staff regularly remind children of the rules and children are often heard reminding others. Staff provide positive role models as they remind children to use kind words and to walk in the nursery. Staff regularly praise children for good behaviour and distract children who are challenging. Sand timers are used to teach children about turn taking and children understand that the sound of the bell means tidy up time as they move on to the next activity.

Children have lots of opportunities for outdoor play and physical exercise. Staff play games with children outside and they have fun running around and learning how to use bats and balls. They sing rhymes and engage in lots of music and movement activities. Children balance on a balancing beam and children use it as an obstacle course and push cars around. Resources in the outdoor environment support all areas of children's learning. However the full range of resources are not always accessible to the children all of the time. Children understand self-care routines and wash their hands before eating. Staff understand children's dietary and medical needs and adhere to these. Children sit together during snack time and enjoy bananas and rice cakes. This is a sociable occasion where children use Makaton signs and develop friendships. Images around the nursery promote healthy eating including pictures of fruit and vegetables, words and Makaton signs. Staff support children's individual needs and talk to children during snack time to support their communication and language.

Staff support children and parents to learn about healthy eating. Parents and children attend open days to learn about growing food at home. Healthy snacks and food is provided and information is shared to develop ideas at home. Staff describe how they would deal with any safeguarding issues and know who to speak to if they have any concerns. Children's behaviour shows that they feel safe in the setting and that they are confident to approach staff. Children are happy and motivated to join in with the range of activities on offer but are also able to relax and read quietly in a separate area if they choose to do so. Children are well prepared for the transition into school. This is because the nursery provides opportunities for children to develop confidence and self-care skills. They learn how to be independent and hang up their own coats and bags. Children recognise their names and stick them onto the appropriate colour for their key group. Children learn to sit and listen during circle time. They learn about routines and how to manage their own behaviour. Staff teach children about letters and numbers, identifying sounds and syllables. Children move around during the session between activities planned by staff and free choice. This prepares children well to move on to their next stage of learning.

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

Staff have a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. The management and leadership team ensure that the

nursery has robust policies and procedures in place. Staff provide parents with copies of policies and procedures and have strategies in place to support parents with English as an additional language. Staff attend safeguarding training and refresh their knowledge regularly. They demonstrate a good understanding of the procedures to follow if they have concerns about a child. Staff also understand the procedures to follow if they had concerns about the behaviour of another member of staff. There are good recruitment and induction procedures in place as well as ongoing supervision, appraisal and training opportunities for all staff. Staff are deployed effectively throughout the day and ratios are strictly adhered to.

Effective observations and planning by staff ensures that children are well supported to move on to the next steps of their development. Staff share information on children's development with parents and provide ideas to support children's learning at home. Detailed daily risk assessments of the indoor and outdoor areas ensure that children are able to learn and develop in a safe environment. Strong partnership working with the local children's centre and speech and language therapists provides additional support for the children and parents who attend the nursery. A comprehensive self-evaluation has been undertaken. Parent's views are sought to provide feedback to enable the nursery to reflect on how they are meeting the needs of the children and the communities they are supporting. The management and leadership team also take into account the views of staff and children in reflecting on their provision. A system of ongoing monitoring and observation ensures that the nursery is always changing to meet the needs of individual children who attend. For example cosy corners with soft carpeting and furnishing now provide areas where children feel warm, safe and secure to learn. Plans for the future include a sun canopy, natural planters, a mini-beasts area and a mud kitchen as well as lots of natural resources.

### **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

<b>Unique reference number</b>	135008
<b>Local authority</b>	Westminster
<b>Inspection number</b>	695989
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	48
<b>Name of provider</b>	The London Early Years Foundation
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	020 7834 6033

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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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