

City Mission Nursery

2 Scrubs Lane, College Park, London, NW10 6RB

Inspection date

30/05/2014

Previous inspection date

03/06/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- The learning environment indoors is well planned and resourced to meet the needs of the children and provide children with a broad range of enjoyable learning experiences.
- Children are making good progress in their learning and there is a successful tracking system in place to show the progress children are making.
- The leadership and management of the nursery are good. The manager demonstrates a clear understanding of the requirements of the Early Years Foundation Stage, which she monitors well.
- The staff team demonstrate a positive attitude towards improving the quality of the provision and there are robust monitoring systems in place to support this.

It is not yet outstanding because

- Staff do not always provide children with high quality learning experiences outdoors because some areas are not well planned or resourced.
- Systems to encourage parents to play an active role in their children's learning are not firmly in place.

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 both inside and outdoors.
- The inspector engaged in discussion with staff at appropriate times throughout the day.
- The inspector took account of parent views spoken to on the day.
- The inspector looked at a sample of documentation relating to children and staff.
- The inspector looked at a sample of policies and procedures.

Inspector

Samantha Smith

Full report

Information about the setting

City Mission Nursery registered in 2012. The nursery is run by the Pentecostal City Mission Church (Willesden) Committee. It operates from a church building in Harlesden within the London Borough of Hammersmith and Fulham. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 43 children in the early years age group on roll. The nursery is funded to provide early education to children aged three and four years. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Most children in receipt of the early years funding attend the nursery term time only, although there is full-time provision available. The nursery supports children who learn English as an additional language. The nursery employs 10 staff including the manager to work with the children. All staff hold appropriate early years qualifications. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- further develop the outdoor play area to provide children with a balanced range of high quality experiences across all areas of learning

- encourage all parents to take part in their children's learning by sharing ideas, so that they can support their children's learning at home.

Inspection judgements

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

The quality of teaching is generally good and children are making good progress in their learning and development. The learning environment indoors is well planned to provide children with good opportunities to explore and access a wide range of resources, across the seven areas of learning. Children have opportunities to be creative and develop their imaginative skills as they play in the home corner area and dressing up clothes. They access equipment and tools such as, recycled telephones, computers and various other tools to support their understanding of technology. They have many opportunities to practice their mark making and writing skills in various areas of their play, including in the home corner and writing area.

Staff support children's communication and language skills well. They engage them in meaningful conversations to assess what children know and level of understanding. They use open-ended questions well to extend children's learning and challenge their thinking skills further. For example, children enjoy exploring the pretend spiders using magnifiers

and books. Staff ask questions such as 'can you tell me what you see?' and 'what's happening?'

Staff demonstrate that they have a secure understanding of their roles in supporting children's learning. They regularly observe children at play and engage with them to facilitate their learning. They engage them in sustained conversations, use good levels of questioning to challenge, and extend children's thinking. They track children's progress well, using government guidance to show that children are achieving the expected milestones for their ages. Ongoing assessment includes the required progress check for children aged between two and three years. This is used well to provide a clear overview of children's progress and highlight any concerns.

Partnerships with parents are generally good and staff regularly update them on their children's progress. Staff share children's progress records, hold regular parents meetings and encourage parents to participate in nursery activities. However, they do not always encourage parents to play an active role in their children's learning by offering ideas to continue this at home.

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

The setting provides a warm and welcoming learning environment, where children feel safe and secure and enjoy positive interactions with staff. The key-person system effectively supports children in forming secure attachments and overall promotes positive partnerships with parents. Both the indoor and outdoor environments are suitably risk assessed and appropriate action is taken to minimise potential hazards to children.

Overall, children are emotionally prepared for moving onto the next stages of their learning and development. Behaviour is good and staff act as positive role models, setting clear examples for children as they learn to share, co-operate and learn to respect each other. In addition, children are beginning to develop their self-help skills, as they learn to serve themselves at lunch and snack times. These skills support children as they prepare move to school.

Staff promote children's health is well. They are encouraged to wash their hands as part of the daily routine and staff support them well in this. Children have access to drinking water throughout the day and their meals and snacks are suitably nutritious and freshly prepared on site by a qualified cook. Information about children's dietary requirements is gathered from parents and meals are appropriately adapted to accommodate this. Outdoor play and physical activities are planned routinely throughout the day and children enjoy being outside. However, staff do not make best use of learning opportunities outdoors because they do not always provide children with a wide range of experiences across all areas of learning.

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

Overall, the nursery is well led and managed and they have made significant improvements since the last inspection. The manager demonstrates a good knowledge and understanding of the learning and development and welfare requirements and there are robust procedures in place to promote children's safety and well-being. All staff have undergone suitability checks and there are suitable systems in place to check their ongoing suitability for their roles. Safeguarding arrangements are in place and well embedded and staff have a secure knowledge and understanding of their role in protecting children. They are also clear about the procedures they would follow should they have a concern about children's welfare. Ratios are well maintained and staff are well deployed throughout the setting, ensuring that children receive appropriate care and attention. The premises are secure and staff are vigilant in checking the identity of visitors to the setting before allowing them in. They carry out regular and thorough risk assessments on the setting, which further contributes towards promoting children's safety. A recent incident that occurred highlighted weaknesses in their procedures for reporting accident. However, the setting has taken swift and prompt action to address this and new procedures have been implemented.

There are effective monitoring systems in place for assessing the effectiveness of the setting and staff performance. As a result, practice is consistent in quality and children demonstrate that they are making good progress given their starting points and backgrounds. The settings capacity to maintain continuous improvement is strong. Ongoing professional development through training and supervision enables staff to develop their skills and contributes towards the improving quality of the setting. Staff meetings provide opportunities for staff to discuss practice issues, share new knowledge and skills gained at training and to discuss any concerns. The setting has addressed actions and recommendations raised at the last inspection, which have contributed towards improvements in the quality of the provision. Managers use feedback from staff, parents and the local authority to implement new ideas and make changes to improve outcomes for children. They have a clear action plan in place, which demonstrates their future vision for the setting.

Partnerships with both parents and external agencies are strong and effectively contribute towards meeting children's needs. Information is available through displays, notice boards, newsletters and daily feedback. Parents comment that they are happy with the progress that their children are making in the nursery. They state that both the settling in procedures and transitions from room to room for their children are handled well and that they are fully involved in the whole process. Parents value the meetings with their child's key person, where they discuss progress. This helps to support a consistent approach to children's care, learning 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	EY455816
Local authority	Hammersmith & Fulham
Inspection number	966280
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80
Number of children on roll	41
Name of provider	The Pentecostal City Mission Church (Willesden) Committee
Date of previous inspection	03/06/2013
Telephone number	0208 960 0838

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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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