

# Stanmore Park Nursery School



Stanmore Park Community Centre, Elliot Road, Stanmore, Middlesex, HA7 3SW

<b>Inspection date</b>	22 November 2017
Previous inspection date	15 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Good	<b>1</b> 2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The inspirational manager thoroughly evaluates all aspects of the nursery. She is passionate about providing the best possible learning experiences for all children. The outstanding practice has been recognised by the local authority, who have highlighted the excellent systems for monitoring and supporting children's progress.
- Staff promote children's safety and well-being in the setting exceptionally well. They include children in routines, such as daily safety checks and regular evacuation practices. This helps children learn about managing risks and keeping themselves safe.
- Children's behaviour is exemplary. Older children show high levels of cooperation as they play together and are thoughtful about each other's needs and feelings. They share resources fairly and show concern if they think their friends are hurt.
- The nursery routine incorporates a wealth of opportunities for children to become independent and begin to manage their personal needs. For instance, older children learn to change their clothes and shoes before and after weekly sports sessions. Parents comment that these practices ensure children are exceptionally well prepared for school.
- Children are highly imaginative and creative. For example, they used playdough to create a feast, including 'a crunchy pizza' and a 'big, round roti', for their pretend birthday party. Staff plan to build on the excellent opportunities for imaginative play, expanding opportunities for younger children to explore different roles and occupations.

## What the setting needs to do to improve further

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

- continue to build on the excellent opportunities for younger children to develop their creativity through imaginative role play.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views, along with samples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Staff make the most of opportunities for training to further enhance their excellent teaching practices. For instance, they have become highly skilled in using very effective strategies to support children's language development. This has enhanced children's communication skills, particularly where they require additional language support to reach their full potential. Where children's development is not as expected, this is quickly identified by staff and plans are put in place to support their progress. The manager and staff work effectively in partnership with parents and other professionals to help all children achieve as much as they can. Safeguarding is effective. Staff have a comprehensive knowledge of the signs that may indicate a child is at risk from harm. They are confident about how to record and report any concerns.

### Quality of teaching, learning and assessment is outstanding

Staff use highly comprehensive tracking systems to monitor children's progress. They plan a rich and varied curriculum, firmly based on children's current interests and what they need to learn next. Parents say that the advice and guidance they receive from the manager and staff helps their children develop excellent literacy skills. For example, staff encourage parents to read with their children through a book lending scheme. The manager organises workshops for parents to help them understand how children learn through play. Children develop a deep understanding of how to use technology. They play educational computer games and use digital scales to weigh cooking ingredients.

### Personal development, behaviour and welfare are outstanding

Children thrive in this outstanding nursery and build exceptionally close bonds with staff. They are highly confident, well-settled and thoroughly enjoy attending. Arrangements for children's move on to school are excellent. The manager has developed strong and effective links with local schools to share very useful information about children's learning and welfare needs with teachers. Older children pay a visit to the local school to introduce them to the different environment and routines they will encounter when they start. Children enjoy excellent opportunities for fresh air and exercise each day. The large outdoor area and indoor hall provide plenty of space for vigorous play, such as football and chasing games. Children learn to make positive choices about food, for instance, through their discussions with staff as they enjoy their healthy snacks.

### Outcomes for children are outstanding

Children, including those who receive additional funding, make excellent progress given their various starting points. Children who speak English as an additional language quickly become confident and fluent in speaking English. Children are extremely well prepared for the next stages in their development, including being ready for school. They become highly competent in mathematics. For instance, younger children enjoy counting rhymes and begin to represent numbers using their fingers. Older children learn to count beyond 20 and add together groups of objects to find the total.

## Setting details

<b>Unique reference number</b>	EY310978
<b>Local authority</b>	Harrow
<b>Inspection number</b>	1070696
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Stanmore Park Nursery School Committee
<b>Registered person unique reference number</b>	RP911357
<b>Date of previous inspection</b>	15 December 2014
<b>Telephone number</b>	0208 954 8512

Stanmore Park Nursery School registered in 2000. The setting is open Monday to Friday, term time only. Sessions run from 9.30am to 12.30pm, with an optional lunch club until 1.30pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs seven members of staff, all of whom hold appropriate early years qualifications. The manager is qualified at level 7, while other staff are qualified at levels 5 and level 3.

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