

Rolfe's Nursery School

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Rolfe's Nursery School is run by the Alpha Plus Group and it opened in 2003. The setting operates from a converted Synagogue in Kensington and Chelsea. The premises consist of a main hall, gallery, kitchen, office and toilet facilities. There is access to a secure outdoor play area.

The setting is open from 08:50 to 15:15 term time only. There are currently 108 children aged from two years to under five years on roll. Of these, 60 children receive funding for nursery education. The setting supports children with disabilities and/or learning difficulties and those who speak English as an additional language.

Rolfe's Nursery School employs 20 staff, 11 of whom hold appropriate early years qualifications. Montessori and traditional teaching methods are followed.

The building is accessed by one step and there is a disabled toilet on the ground floor. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The nursery school provides exceptionally high quality care and education for all children who attend. Staff have a thorough understanding of the Early Years Foundation Stage (EYFS) therefore the learning and development opportunities are exceptional and support each child's personal development. Staff successfully provide creative and innovative activities to promote and stimulate children's learning in all areas of the curriculum. There are effective systems in place for assessing quality, these have already enabled improvements to the organisation of the learning environment for very young children. The nursery is committed to raising quality and they consistently review their practices, skills and knowledge and utilize them to their full capacity.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance diversity by displaying words from home languages used by the children in the setting and invite parents and practitioners to contribute to them.

The leadership and management of the early years provision

Children are fully safeguarded due to the excellent systems in place to protect them. Children wear 'toilet passes' in the form of a necklace, which allows them to

gain independence skills but be accounted for when they leave the classroom area. Robust recruitment procedures are in place which ensures that those working with the children are suitable to do so. Staff have a secure knowledge and understanding of child protection issues and those responsible for safeguarding are suitable trained.

The exceptional insight of the new head teacher has already identified areas for improvement, some of which have been successfully implemented. For example the ground floor has been re-arranged and opened up to allow a more free flow environment, which enables children to make the most of learning opportunities available both indoors and outdoors. Her inspiration and professionalism is shared by the staff team who are enthusiastic, dedicated and take pride in everything they do. The diverse staff team are effective in promoting communication between school and home, as they use their language skills to support both parents and carers.

The nursery school is exceptionally pro-active in making links with other professionals involved with the children, which successfully supports specific developmental needs and promotes outcomes for all children. For example staff speak highly of other professionals, they regard any advice given by a specialist as a tool to enable them to give the very best support to each child. Partnership with parents is inspiring; parents take an active role in their child's learning and within the nursery, for example fathers come early and participate in music and movement, to the delight of their children, and parents co-ordinate celebrations and contributions to furniture and equipment.

The quality and standards of the early years provision

Children are engrossed in their learning due to the imaginative methods of teaching used by the staff team. Staff are skilled in using every opportunity as a learning experience, children are taught mathematical concepts such as 'taller and smaller' by measuring one another and use different size bottles of water to compare 'heavy and light'. Children are provided with high levels of challenge which are individually tailored to meet their developmental needs. Staff have an excellent understanding of the EYFS, which they incorporate into their planning to cover all six areas of learning and provide a stimulating environment. For example children rummage in a tray of autumn leaves to find letters of the alphabet, which they match to objects which start with the same letter. Wonderful trusting relationships have been developed, which supports children's desire to behave well. This enables them to maximise their learning potential as they feel safe and secure and confident to explore, investigate and try new things.

Children have access to a wide range of resources and activities to promote a positive attitude to diversity and increase their awareness of their own culture and that of others. The setting have a diverse staff team, which enables them to provide positive role models to both boys and girls. Children's cultural backgrounds are valued and they are adequately supported by the dual language signage displayed around the building.

The staff know children and their families exceptionally well, for example they are aware of children's specific needs such as their rituals when they arrive in the morning, which enables them to provide consistently high quality care and attention to each and every child. Children take part in fun activities to support them in learning how to keep themselves safe, they have visited the fire station and participate in road safety awareness activities.

Children are very confident and independent and their self-esteem is actively promoted. They are eager to put their hands up and answer the open ended questions posed by staff, who act as positive role models, as they encourage children to have good manners and respect for one another and their friends. Children's work is displayed attractively around the building, which makes the nursery a welcoming environment to all. Children are proud of their work and take pride in sharing their sense of achievement with their parents and carers. For example one child proudly tells his carer " I made a Fossil", he then proceeds to stand in front of his friends and describe how he has made it.

Children's health needs thrive due to the outstanding practices within the nursery school. Children are involved in a comprehensive range of purposeful activities to promote a healthy lifestyle. They have great fun as they create letters of the alphabet with their bodies such as 'T', they then pretend to be a 'tiger', they growl and shape their hands like claws as they prowl around the play area. Detailed health and dietary information is obtained from parents which enables staff to offer the appropriate level of care and protect children from being exposed to foods which may affect their wellbeing.

The nursery school effectively promotes children's physical, social and economic development, because of their transparent understanding of how children's positive learning experiences, at such a young age, has an impact on their future development and their long-term attitude to learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.