

Church Street Nursery

Inspection report for early years provision

Unique reference number	135055
Inspection date	01/03/2011
Inspector	Arda Halls
Setting address	21 Boldero Place, Gateforth Street, London, NW8 8EQ
Telephone number	020 7724 2410
Email	csn@radicle.org.uk
Type of setting	Childcare on non-domestic premises

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 1231, 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Church Street Nursery opened in 1993 and was re-registered with Ofsted in 2002. It operates from an open-plan playroom, entrance lobby, office, kitchen and bathroom in the lower ground floor of a modern building in the Church Street area in the City of Westminster. The nursery is accessible by stairs or a purpose built ramp leading into the building. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the nursery at any one time. The nursery provides sessional day care, full day care and crèche facilities. It is open each weekday from 9:00 am to 5:00 pm 52 weeks of the year. Church Street Nursery is managed by a board of volunteer trustees. There are currently 33 children aged from two to under five years on roll. Of these, 18 children receive funding for nursery education.

All children share access to a secure enclosed outdoor play area. Children come from the local community. The nursery currently supports a number of children with English as an additional language. The nursery employs six staff. All of the staff, including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The early year's provision meets the needs of all children who attend the nursery. Children are consistently supported so that no group or individual is disadvantaged. Children are exceptionally supported to make the best possible progress in their learning and development and to promote their welfare successfully. Staff work effectively in partnerships with others to ensure good quality early education and care. Staff plan well for improvement and have well organised processes of self-evaluation, however the process does not always clearly identify targets for further improvements.

What steps need to be taken to improve provision further?

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

- develop the process for self-evaluation to ensure that there is clear identification of targets for further improvements

The effectiveness of leadership and management of the early years provision

The nursery is well organised, clean and inviting. Staff demonstrate an exceptional understanding of how to keep children safe and know what to do if they have a concern about children. Policies and procedures are unique to the setting including what to do in the event of an allegation of abuse being made. The complaints procedure clearly informs parents how they may contact the regulator if they should wish to make a complaint.

The nursery is extremely well-resourced. Children are engaged in their play for long periods of time as they are able to play and explore an extensive range of toys and resources that consistently meets the needs of children. Low level storage of resources means that children's independence is promoted as they make free choices about what they like to do.

The setting is highly committed to working in partnership with others. There are well-established channels of communication between all partners involved with children successfully promoting their learning, development and welfare.

Children's individual care needs are identified precisely as they start at the setting. This means their daily routines take their needs into account. For example, key workers know the signs of children needing extra attention when they return from a week's holiday. The provider engages the parents to seek their opinions on the care provided. Parents are kept well informed about their children's progress through newsletters and discussions. Adults have an exceptional knowledge of each child's background and needs. They help children to learn about the society in which they live.

The setting has a highly effective relationship with parents and carers who are extensively involved in decision-making on key matters. Parents and children's views are incorporated into self-evaluation which helps children build excellent confidence. Parents and carers are very well informed about all aspects of their children's achievements. Strong levels of engagement with the setting are attributable to a highly inclusive system of communication with parents and carers.

Staff reflect enthusiastically on their practice and have developed a self-evaluation document that portrays a commitment to enhance and develop their childcare practice. They establish effective daily routines that help children learn about the order of the day such as a routine for snacks and meals which means children are relaxed and socialise as they eat. Drinking water is available at all times. The manager and deputy display great patience and thoughtfulness as they accompany and assist the children when eating. The provider establishes successful links with other providers to ensure continuity of care for the children. She works effectively within the Early Years Foundation Stage to consistently provide care for all children.

The setting has the ability to maintain exceptionally high standards. Self-evaluation provides an accurate appraisal of its effectiveness although what it needs to do in order to secure further improvements is not always clear. Actions taken by the

setting are well targeted and have had an outstanding impact in bringing about sustained improvement to the early years provision. Managers communicate ambition and drive and secure improvement effectively. Processes for managing the performance of staff are used exceptionally well.

The quality and standards of the early years provision and outcomes for children

Children are thoroughly engaged in their play and exploration, smiling and laughing and talking confidently with one another. They are encouraged to be active and inquisitive and as a result are independent learners. There is an extensive balance of adult-led and child-initiated activities which means children are fully occupied and enjoying their learning journey. Observations are linked to the areas of learning with the next steps of children's learning clearly identified. It is clear to see how children's learning is consistently progressing in all areas of their development.

Children are developing significant skills for their future. They learn about numbers through the stories they read, they learn to recognise shapes when assembling puzzles. Children's language is successfully promoted with good descriptive conversations as they play.

Children's personal development, care and understanding of a healthy lifestyle is easily visible. Children know to wash their hands after playing in the garden and before lunch is served. All areas of the nursery are orderly and good hygiene is practised at all times. Risk assessments covering risks both indoors and on outings are in place and updated at regular intervals.

Children's safety is maintained successfully as the provider strives to raise children's awareness of how to keep themselves safe. They practise emergency evacuations at regular intervals and they are beginning to learn about road safety when crossing the road.

Positive behaviour is consistently promoted and recognised. Children are kind to one another and show concern for each other. They have an exceptional sense of belonging and self-esteem which is reinforced throughout the day.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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