

Normanhurst School Nursery

Inspection report for early years provision

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Inspector Carolyn Hasler

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Type of setting Childcare - Non-Domestic

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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).

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Description of the setting

Normanhurst School was founded in 1923 and is a member of the Independent Schools Association. The nursery is one of three nurseries run by the Oak-Tree Schools Ltd. Their registration for children between the ages of two to rising threes began in 2009. They operate from two rooms. Children have access to an enclosed outdoor play area. The nursery is in a residential area on the outskirts of Waltham Forest. It is open each weekday from 8.30am to 3.15pm for 34 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 10 children are registered between the ages of two to three years. There are currently two children on roll in this age group. The nursery caters for children with special educational needs and/or disabilities.

There are five members of staff, three of which are full time and two part time. All members of staff have early years qualifications to at least level 2. One member of staff is working towards an Early Years Foundation Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

This nursery offers a welcoming and friendly service. There are successful measures in place to acknowledge children's individuality. Overall the setting has effectively introduced the Early Years Foundation Stage into their practice. In most instances fully effective observation and assessment processes are in place. There is a consistent approach to service improvement. All staff are enthusiastic and motivated and understand the importance of continual improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve systems to ensure the effectiveness of information between parents and practitioners by the early seeking of information about what children can do prior to their starting dates.

The effectiveness of leadership and management of the early years provision

The setting is meeting all regulations and duties to safeguard children and demonstrates comprehensive awareness of safeguarding procedures. They understand confidentiality issues and take steps to reassure children without making promises. The setting works collaboratively with other key agencies effectively. Comprehensive policies and procedures are consistently and robustly

used to ensure that children are kept safe. The setting has an extensive and robust recruitment and vetting procedure. New members of staff have an extensive induction. There are effective procedures in place to ensure that children are collected from the setting by authorised adults only. Visitors' identities are checked, their purpose, times of arrival and departure are all recorded.

The setting has maintained a programme of training on childcare issues and shows interest in continuing this to address areas of weakness. All key people working with younger children are qualified. Their qualifications range from National Vocational Qualifications or equivalent in levels 2 and 3. New members of staff and supply staff undergo induction and are supervised by senior staff members. Regular team meetings ensure that all members of staff are kept up to date with policies and procedures and changes in practice. All members of staff are encouraged to access both in-house and local authority training. Senior members of staff are nominated roles to safeguard and support special educational needs. There are a number of qualified first aid staff members. Leaders and managers ensure that the setting remains within the requirements of their registration.

Overall outcomes related to young children's progress are good. Resources are fit for purpose and able to support young children's learning and development. This includes a variety of resources including positive images of diversity and natural resources to explore. Play and learning resources are stored at low level and provide young children with opportunities for choice making. There is free movement from indoors to outdoors where young children self-select equipment to take out side with them. The range of resources is used well to achieve the planned goals in learning and development. The overall environment is conducive to learning, safe and well cared for. The accommodation is fit for purpose. Children achieve well as a result of the setting they are in. The provider takes appropriate steps to ensure that resources and the environment are sustainable.

Adults appropriately and actively promote equality and diversity. Overall the setting improves outcomes for children and takes effective steps to close identified achievement gaps. The development of children in relation to their starting points is good. The setting has identified where further improvements can be made to overcome any remaining variations in children's progress and has good strategies in place to tackle them. All key workers have a good knowledge of each child's background and needs. They make the most of diversity to help children understand the society they live in. Adults identify children's needs for additional support as early as possible. They share information and records with other early years colleagues and parents where appropriate. This ensures that children get the support they need.

This is the first inspection for children between the ages of two and rising three years. This means that there are no areas to assess improvement for this age range. However, the leadership and management team has strategies in place to monitor the effectiveness of the service. The manager holds a vision for the future of the service and is able to identify the setting's strengths but less able to acknowledge weaknesses. Forums such as team meetings ensure that staff are consulted and kept up to date.

The setting establishes relationships with other early years providers. For example, they value relationships with other key professionals who have a strong contribution to children's achievements and well-being. While the majority of children move through the school seamlessly, where children leave to attend other settings the school provides a written report related to their development under the six key areas of learning.

Overall the setting has positive relationships with parents and carers. Their relationships are well-established ensuring each child's needs are met. However, information about children's development before their start date is collected verbally and not recorded. This means that parents' knowledge at this stage in the home to nursery relationship is not sufficiently valued to establish starting points in order to assess and plan for children's progress. Time is taken to settle children into the setting and parents are kept well informed about their child's progress, particularly in the areas of personal, social and emotional development in their early days. Each child holds a development matters folder which holds information about children's development and shows examples of children's work and photographs of them learning. This document travels between the home and the setting and helps to keep parents fully informed about their children's development once they have started at the setting. In addition, parents are invited to telephone, and use email and text messages to keep in touch. Several times a year parents and carers are invited to attend parent evenings. This time is used to keep parents informed about the Early Years Foundation Stage and how their children are observed and assessed to plan for their learning and developmental needs. Parents have access to a notice-board; they have access to policies and procedures through the setting's website, and can contribute to the service through questionnaires and through everyday discussions. The setting helps parents and carers to support their children's learning in different ways, for example, through books, topics and events.

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

Overall young children are making good progress towards the early learning goals in all areas of learning. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Children's welfare is promoted, they make overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

Young children show a strong sense of security and feel safe within the setting. They have high levels of support from key people who aid children in engaging others and encourage independent learning. Children understand and comply with standards of behaviour in order to keep themselves and others safe. Children are learning how to use a range of tools and equipment safely. Children are extremely confident and are provided with opportunities to communicate their thoughts throughout their day. The high quality of adult interaction and exemplary organisation of routines help children in this age group to gain an exceptionally strong sense of security.

Young children show mature independence skills when learning personal hygiene tasks. They show self-assurance in practising bathroom sequences and take part in these routines at appropriate times during the day with few reminders or assistance. Young children are developing awareness of their difference senses and enjoy meals and snack times as they independently feed themselves. They are making choices about what they like and dislike. They are offered a suitable range of healthy choices and are learning the importance of healthy eating. Young children enjoy a range of physical play opportunities. This includes negotiating a varying range of balancing equipment, bats and balls and equipment that can be used both inside and outside to support physical activity. In addition, children enjoy a range of physical indoor pursuits like joining in with ring rhymes and songs which include fast and slow movements. They are able to negotiate tables and chairs within their physical environment. They have good fine motor skills. All children have opportunities to be physically active both inside and out.

Young children show an extremely strong sense of belonging in the setting. They settle well and are confident and self-assured. For example, younger children eagerly take part in child-initiated activities and as a group they participate and create exciting work which they are eager to show off to less familiar adults within their school community. Children are fiercely independent and value opportunities to try things out for themselves. Children's opinions are valued and encouraged; they understand that key people will show patience and understanding to assist them in their challenges. They are building awareness of other people within their environment by taking part in discussions and creative activities which help them to learn about conflict and the value of friendships.

Young children are able to communicate their needs through both verbal and non-verbal actions and clues. Key people working with younger children use lots of simple language around them and introduce more complicated concepts to support their developing communication skills. In addition British Sign Language is sometimes used to support communication. Young children have access to a suitable range of books and other resources to stimulate children's inquisitive nature and provide topics of conversation. Opportunities to mark-make with writing, drawing and painting materials help children to practise the skills for writing. However, mark-making activities with other materials such as sand and gloop are less easily accessible. The environment is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and song which generates questions and makes connections across all areas of learning and development. A range of resources such as construction equipment, sorting and matching activities is available. In addition circle time activities encourage children to learn about different shapes and colours, and practise counting skills as a group. Key people also encourage children's independence which helps them think for themselves and provides them with opportunities to problem solve. Children have a a range of resources such as a computer and mouse and programmable and interactive equipment such as walkie talkies to support their knowledge and understanding of information and communication technology. Children are able to observe, experience and absorb the world they live in and interact socially with others.