



Cylch Meithrin Llundain

Inspection report for early years provision

Unique Reference Number	EY234956
Inspection date	30 June 2005
Inspector	Beverley Jarrett
Setting Address	Shakespeare Avenue, London, NW10 8NG
Telephone number	0208 9653585
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Registered person	Cylch Meithrin Llundain
Type of inspection	Childcare
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Cylch Meithrin Llundain opened in 2003. It is located in a school in the London Borough of Brent. The group operates from a small area within a room used by the School. The nursery is open 3 mornings a week during school terms from 09:00 until 12:00.

The nursery cares for a maximum of 8 children aged from 2 - 5 years at any one time. The nursery provides a service to children of the Welsh community and serves children in the local community.

One staff member and volunteer parents work with the children. The staff member has a recognised early years' qualification.

The nursery is not registered to care for children overnight.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through well-planned routines. They wash their hands after using the toilet and before eating their snack. The children are protected from infection because staff are well informed about children's health care matters. However, consideration should be given to making the policy and procedures for excluding children who are ill or infectious accessible to parents.

Children are encouraged to develop healthy choices through the provision of snacks of fresh fruit and drinks at each session. However, those responsible for food preparation and handling should receive appropriate training to ensure procedures comply with local environmental health department guidance and regulations.

Children enjoy a range of energetic physical activities that contribute to a healthy lifestyle. They develop self confidence in their physical skills as they use a selection of outdoor toys and equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean environment. The organisation of toys and equipment means children can move around safely to independently access available resources from tables, trays and boxes at child height.

Children benefit from a good range of safety measures, for example socket covers, fire extinguishers and a fully enclosed outdoor play area. They develop a good awareness of safety through joining in emergency evacuation drills with the main school. Staff skilfully explain safe practices such as why children should pick up items dropped on the floor, so that other children do not fall and hurt themselves. This helps children learn to take responsibility for keeping themselves safe.

Children are protected from possible abuse and neglect. Staff are aware of the procedures to follow in the event of any concerns. However, information for parents regarding the nursery's responsibilities under local child protection procedures needs to be developed.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and eager to join in. Children receive good attention and support from the staff. This helps them to settle well, feel confident and develop good relationships. Children learn well. Staff know what each child can do and are beginning to plan well for what they learn next. Children are confident in talking and listening and are beginning to express their own ideas.

Children make connections in their learning as they freely explore sand and different textures. Their regular use of a range of creative materials, such as paint, dough and pencils encourages them to represent their experiences, feelings and ideas in a variety of ways.

Children have regular opportunities to join with the older children in the school towards the end of each session. This enables them to express themselves in song and familiarise themselves with the environment that many of them will eventually join.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing a strong sense of who they are. The nursery ensures that the resources positively represent the children who attend. However, there are few resources reflecting diversity and which reflect boys and girls and men and women from a variety of cultural backgrounds and with varying needs. This hinders children from developing a positive attitude towards others in society.

Children are well behaved, and polite in response to the expectations of the teacher. They take turns and show concern for others. This positive approach ensures that children are developing a sense of fairness and understanding of right and wrong.

Children benefit from parents' involvement in their learning. Parents have ample opportunities to discuss their child's progress and play a full role in the nursery. This effective partnership ensures that children are acknowledged and affirmed and develop a sense of identity and belonging.

Organisation

The organisation is satisfactory.

Policies and procedures are generally in place and work in practice to keep children healthy and safeguard their welfare. However, it is not well organised and some items are omitted or not readily accessible, particularly to parents.

Staff have an awareness of the curriculum guidance and how to apply this in practice to support children's progress. Areas have been identified to improve the setting, such as incorporating Birth to Three matters in the programme, and developing the short, medium and long term planning of the curriculum. However, clear plans showing how these improvements will be achieved have not yet been drawn up.

The premises are well organised. Indoor and outdoor space is laid out to maximise play opportunities for children. The setting meets the needs of the range of children from whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff responsible for food preparation receive appropriate training
- provide play materials that reflect diversity such as, books and puzzles which show positive images of boys and girls, men and women from a variety of cultural backgrounds and with varying needs
- ensure that curriculum plans show how improvements will be achieved
- develop and improve the organisation of policies and procedures and ensure they are accessible to parents

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