

# Ready Steady Go Fitzroy Road

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 100626                                       |
| <b>Inspection date</b>         | 15 February 2008                             |
| <b>Inspector</b>               | Malini Parmar                                |
| <b>Setting Address</b>         | 29 Hopkinsons Place, Camden, London, NW1 8TN |
| <b>Telephone number</b>        | 020 7722 2488                                |
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| <b>Registered person</b>       | Jennifer Silverton                           |
| <b>Type of inspection</b>      | Integrated                                   |
| <b>Type of care</b>            | 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Ready Steady Go Fitzroy Road was registered in 1997. The setting offers places to children aged two to five years. The nursery operates from the local Community centre in the Primrose Hill area of the London Borough of Camden. The group use the ground floor hall which includes a kitchen area and storage cupboards. There is access to an outdoor area the hall above can be used in wet weather. Staff also take children to local parks.

The nursery is registered to care for a maximum of 22 children at any one time. There are currently 22 children aged from two to under five years on roll. The group offer care and support to children with learning difficulties and/or disabilities and children with English as an additional language. Sessions are offered on Monday, Wednesday and Fridays from 09:30 to 12:30.

There are five members of staff who work directly with the children. All are qualified in Early Years Education.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children quickly learn the connections between regular exercise, healthy eating, and following good hygiene routines to maintain their health. They are cared for in clean and bright premises where good systems are in place to promote their all round health. Staff are knowledgeable about children's health conditions and devise individual care plans for the safe administration of medication whenever necessary. Children are assured of receiving swift and good support in the event they have an accident as all staff hold current first aid certificates. Clear records are maintained in the event of an accident to protect children.

Children's skill in managing their personal hygiene is developing well. Staff encourage regular hand washing at appropriate times and in the bathroom attractive picture prompts across the sinks are used well to remind young children of the routines. As a result, they enjoy washing their hands and engage in useful discussion at pertinent times to gain good understanding about how this supports their health. Snack time routines are used very effectively to widen children's understanding of healthy eating. They enjoy eating in small groups which promotes a social atmosphere in which they learn to make good choices from the healthy options available. They happily spread their toast, enjoy drinking apple juice and relish juicy oranges. They happily chat to staff who encourage conversation about the benefits of these foods in helping children to grow.

Children benefit from daily opportunities for fresh air and vigorous play to maintain health. They develop confidence as they move with control and coordination in their energetic play. Children show an increasing awareness of space as they skilfully manoeuvre around objects and one another. They enjoy the programmed music and movement sessions immensely as they use the large available space to run, hop and skip. They strengthen their movements gaining new skills of curling and stretching and balancing on tip toes like 'flying fairies'. Children gain an awareness of the changes to their bodies through planned topics and activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a secure and well maintained environment which stimulates their interests. They move freely and explore with confidence because firm measures are in place to ensure their safety. Staff diligently monitor the entrance by alerting one another when leaving the main room. In addition they each have a key and make sure the door is locked to make children feel safe and secure. A record of visitors is maintained and all visitors are introduced to children to make them aware of the reason for their visit. Staff adopt a systematic approach for the assessment of all risks. They use a daily checking system to ensure all fundamental measures remain securely in place and a thorough assessment is made on an annual basis. Children gain a good awareness of how to keep themselves safe as staff consistently offer clear explanations to them. As a result, children understand that extra care must be taken when tidying away the bricks as these can tumble and hurt another person. Fire safety procedures are in place; these are practised at regular times, and staff are aware of their role in the event of an emergency evacuation. The system to ensure practice drills reflect the pattern of children's attendance is currently developing.

Children's welfare is safeguarded by the clear understanding staff have of protecting children from harm. There is a comprehensive policy in place which includes a procedure to follow in the event an allegation of abuse is made against a member of staff.

Children benefit from the meaningful organisation of resources to enable them to independently make informed choices. They develop a secure sense of belonging as they take notice of the attractive displays of their work and have their own coat hooks and draws. They take pride in caring for their environment and eagerly help to tidy away the plentiful, well maintained toys and resources they have easy access to.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children benefit greatly from a holistic approach to their learning and development. They achieve well because staff are knowledgeable, motivated and very skilled at ensuring their progress.

Young children thrive in an environment which considers their individual character, personality and learning skills as a focus for their development. As a result, they play purposefully in an highly enabling environment full of stimulating practical activities which allows them to explore at their own pace. For example, they freely explore the properties of ice, quickly retracting their hand as they discover 'it's cold'. Young children ably participate in the exceptionally well paced routine because it is flexibly adapted to suit their needs. This affords children time to play alone, with their new friends and all together at group times. They participate with enthusiasm at circle time as they welcome one another and sing songs in different languages. Staff are extremely good at making timely interventions and provide excellent support in all activities when required. As a result, young children sustain interest and concentration to experiment with the solid ice and discover it has 'turned to water and melted' by the hot radiator when they return to examine it. Staff skilfully help them to notice the change and carefully frame questions to enable children to work out what might have happened. In this way, children make excellent progress in their independent thinking and delight in their discovery.

Children develop strong concentration and persevere in their chosen tasks through the superb variety of malleable activities which promote their senses. They eagerly mix flour, salt and water responding with excitement as staff skilfully draw their attention to the difference in textures. Children freely add more ingredients until they are satisfied the 'sticky' dough is suitable, under the careful supervision of staff. They quickly learn mathematical language as they repeat words such as 'more', 'less', 'bigger' and 'biggest' to describe the quantities of dough. Young children develop excellent social skills as they happily play together and exchange their thoughts and ideas. Staff offer excellent support to enable young children to gain effective communication skills and learn about courtesy and manners, gently reminding them of the importance of saying 'please' and 'thank you' at pertinent times. Children enjoy a wide range of craft activities, gaining excellent physical skills as they use small rollers to paint a large backdrop and learn about different shades of blue. Staff model learning well to captivate children's curiosity, participating alongside them and skilfully demonstrating how things are used and what children can achieve. At the inspection, children in this way learnt the use of funnels, scooping careful measures of lentils to fill bottles to make musical shakers. Planning and assessment systems in place for young children support their progress and development well.

### **Nursery Education**

The quality of teaching and learning is good. Children progress very well, supported by the secure knowledge staff have of how children learn. Planning is clear and well linked to assessments. Staff make regular observations of children's progress and interests. These are used well to identify children's individual learning priorities. Staff meet regularly to ensure the opportunities available are continuously linked to the assessments of children's needs. The well developed methodology continues to evolve to ensure information about children's next steps in learning is always easily accessible.

Children gain good concentration skills and persist in their choice of play through a variety of stimulating practical opportunities. They complete tasks such as building puzzles, and thread pasta tubes with careful and precise movements to make necklaces. Children have useful opportunities to increase their independence and gain self help skills. They carefully spread butter on their toast and are encouraged to make their play choices from a good variety on offer. The group continue to ensure some of these opportunities, such as pouring their drink at snack time, are consistent. Children quickly gain effective communication skills as they are encouraged to listen attentively during activities and throughout the programme. Staff skilfully use their voices and instruments such as the tambourine to alert children's attention to the changes in routine. Children respond very positively to these changes, they help staff to tidy away - sweeping flour off the floor, for example - as they take pride in their environment. They increase their vocabulary as staff encourage them to repeat pertinent words in the story of the rainbow fish. The attractive book area with its very good selection of books is frequently used by children who become absorbed by books. Children receive good support to link sounds to words, for example, as they select their name cards upon arrival. Children learn to make marks from a variety of good activities, such as scribing in the mud as they use 'diggers' to scoop paths to make roads. Staff skilfully engage children in making small paths of different shapes with their fingers. Play is well extended as children show a natural curiosity for the texture of the mud; this is then closely examined using magnifying glasses. Children delight as they recognise things appear 'bigger' as they look through the glass, and staff introduce new words to increase their vocabulary. Children engage in much creative play; they strengthen their motor skills as they squeeze small bottles of paint to mix colours for painting sticks, pebbles and small rocks. Staff skilfully incorporate much mathematical language which children repeat to describe size, shape, colour and quantity. They cut, stick and draw freely at the graphics area and enjoy posting letters to their friends. Children clearly enjoy and frequently engage in imaginary play and are stimulated by resources available as they use chopsticks and noodles to cook food in the 'Chinese take away'. Children take pleasure in discovering the oriental music in the background and read off the menu as others take their orders. Children have good opportunities to learn to take calculated risks as they are well supported in the development of their gross motor skills. Children carefully climb the frame and staff frame questions well to help children calculate, at their own pace, what they may need to do next in order to reach the slide. Children's request to use the outdoor area throughout the routine are always accommodated.

### **Helping children make a positive contribution**

The provision is good.

Relationships are effective across all levels in an environment which engenders respect. Behaviour is of a high standard. Children consistently receive good levels of praise and encouragement to elevate their self esteem and boost their confidence. They are beginning to learn to manage their own behaviour as staff consistently offer them useful explanations to support their understanding of right and wrong. Staff are skilled in managing children's behaviour as a result children respond positively to the sensitive support and clear expectations.

Children have useful chances to learn about themselves, each other and the world around them through displays, visitors to the nursery and planned activities that include the celebration of festivals from a wide variety of different cultures. Children are keen to learn about Hanukkah, as they eagerly listen to the story, make a menorah together, and learn why the candles are lit in succession. The individual needs of all children are well known by the staff who actively promote full inclusion. This positive approach fosters children's spiritual, moral, social and cultural development well.

Strategies to support children with learning difficulties and/or disabilities are very effective and include working in unison with parents and other professional bodies. Activities and play opportunities are adapted very well to ensure all children can fully participate in the programme. Continual assessment and careful review of the individualised approach ensures children feel included and secure in their environment.

Partnership with parents and carers is good. Solid partnership with parents contributes significantly to the children's well being. The secure systems for settling children into the nursery include young children attending two separate sessions a week. These shorter sessions are designed to gently orient them into the nursery environment. Good information is gathered about the individual needs of each child upon entry and thereafter through meetings and daily exchanges of pertinent information. Outside of the two programmed meetings, one to discuss settling-in and another in a later term to discuss progress. Parents can use the effective Key worker system to talk to staff and arrange formal meetings upon request. Parents receive good written information to inform them of the practice and support their understanding of the service. This includes information about the six areas of learning. The regulator's details are shared and the information within it is currently developing to ensure it contains all the necessary elements.

## **Organisation**

The organisation is good.

Children benefit from a team of highly motivated staff who work together harmoniously and are committed to providing overall good care and education. Children's care is enhanced by the effective organisation throughout the setting. The generous staffing levels ensures children build solid relationships with staff who are effectively deployed to extend their play. All required records for children are in place and there a set of appropriate polices and procedures. The group are currently strengthening their systems to ensure all documentation always includes the necessary information. Clear systems such as induction training, weekly staff meetings and regular individual support meetings are in place to ensure staff are secure in their knowledge of them.

The leadership and management of the setting is good. The provider has a clear vision for the setting and there is a clear management structure in place. Children benefit from regular assessments of how well their needs are met because the setting's strengths and weakness' are identified through the effective systems in place. These include a designated member of staff who reviews the setting's dynamic. As a result, progress is monitored and evaluated, and practise is continually reflected upon. Staff work hard and much of the success of the programme is due to the commitment, enthusiasm and skill of the staff team who interest the children and promote their progress.

### **Improvements since the last inspection**

At the last inspection the group were set one recommendation: they agreed to review practice on the provision of positive experiences of care, learning and play to children aged from two to three years.

The group have made excellent progress in addressing this recommendation. They continue to review practice through rigorous processes and provide superb positive experiences for children aged between two and three years.

### **Complaints since the last inspection**

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

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

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

### **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):

- continue to ensure all children have equal chances to learn how to cope in the event of an emergency evacuation
- continue to ensure all records, policies and procedures required for the safe and efficient management of the setting all includes all the necessary detail at all times.

#### **The quality and standards of the nursery education**

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

- continue to provide children with chances to increase in their independence and self help skills to make sure they are consistent
- continue to enhance and refine the existing planning and assessment systems.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)