

Ready Steady Go Camden

Inspection report for early years provision

Unique reference number	EY292889
Inspection date	04/03/2009
Inspector	Tom Radcliffe
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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

Ready Steady Go Camden is a privately owned pre-school. It registered in 2004 and operates from the ground floor of a self-contained building with access to two play rooms, kitchen and toilet areas for staff and children. There is a fully enclosed garden available for outdoor play.

It is in a mixed use residential and commercial area in Camden in the London borough of Camden. A maximum of 24 children may attend the nursery at any time. It is open five days a week, 36 weeks of the year from 09:15 to 12:15 and from 09:15 to 14:15, two, three and five days a week. There are currently 25 children in the early years age group on the roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four. Children come from a wide catchment area but the pre-school also provides for children in the local area. The pre-school currently supports a number of children who speak English as an additional language. The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications and two are working towards a qualification. One member of staff has achieved Early Years Professional Status.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The setting meets all children's welfare and learning needs very effectively as it has an excellent understanding of each child as an individual. Children play and explore in an exceptionally well managed and resourced environment and access learning opportunities based on their own choices, interests and ideas. The setting has an outstanding partnership with parents which positively impacts upon the excellent progress that children make given their age, starting points and ability. The provider uses highly effective processes of self-evaluation, from which the setting understands its own strengths and weaknesses and which are used to generate well considered actions for future 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:

- continue to develop the use of ICT to ensure that children are able to progress their skills in this area.

The leadership and management of the early years provision

All aspects of the setting's policies and procedures are of a high standard and ensure that it is managed safely, very efficiently and in the interests of all its users. The setting has well qualified staff who are highly motivated and committed to the

setting's success; they implement all procedures with understanding and professionalism. Consequently, children are safeguarded and well cared for in an outstandingly child-friendly setting. Children's safety is promoted through the setting's use of effective and regular risk assessments and through very good levels of caring and supportive supervision. Staff ensure that children are able to follow their own interests and spend time thinking through their own ideas. Staff respond very well to children and manage their safety while facilitating their independence and choice. Children play and learn in groups or individually and use facilities both indoors and outdoors. Children's good health and well-being is promoted by staff, for example, in cases of minor injuries or illness. All staff ensure that as children develop they are given a good understanding of their own personal hygiene, safety and healthy life choices. All of which are promoted in an environment where children take risks and acquire new skills as they prepare their own snacks, help set out or clear away play equipment and enthusiastically use indoor soft play resources.

The provider has an excellent understanding of highly effective processes of self-evaluation and shows great analytical skill as she obtains information about the setting from a range of sources. This allows the setting to have an accurate understanding of its work and enable it to plan for future improvements. The setting has made improvements since its last inspection and has greatly enhanced its planning and assessment strategies. Its future priorities include increasing children's ownership of development portfolios and involving them in devising a code of conduct. The provider seeks the opinions of parents and actively includes them in changes to the provision. The setting is very well placed to deliver the Early Years Foundation Stage due to the forward looking nature of the provider, the conscientiousness of the staff and very good training and self-reflection.

The setting has an outstanding partnership with parents and carers. Parents hold the setting in very high esteem, especially the staff's understanding of each child as an individual. All contacts with parents, both formal and informal, are productive and the setting's key person system adds to very effective partnership practice. In addition, parents rightly consider that children make very good progress and that they grow in confidence, independence and resilience. Parents particularly appreciate the setting's approach to inclusion and that their children are given a very good sense of their diverse community and world. Parents are very actively involved in the setting, sharing their skills with the children, which impacts on the positive outcomes that children achieve.

The quality and standards of the early years provision

Children's very good progress in the setting is based on the support of skilful staff who work with a complete understanding of the individual needs of children. Children's independence and choice is promoted at all times as they learn through first hand experiences and are given opportunities to take part in uninterrupted self chosen play with timely staff interventions. This is a strength of the setting and ensures that children's natural interests are utilised while additional focused activities provide children with an excellent range of learning opportunities. Children's starting points are accurately established and staff use careful and

unobtrusive observations to gain an understanding of the progress that children make. Development records for each child are carefully collated and form the basis of the children's next steps in their learning as they progress towards early learning goals. Staff work tirelessly to allow children to pursue their ideas while also providing activities that children can take part in, for example, planting seeds or building and measuring towers. Children respond very well to all activities in the setting and are capable of learning in a variety of contexts. They show very positive attitudes to each other and to adults and readily exchange ideas, take part in conversations and share resources. One of the most beneficial aspects of the freedom that is given to children in how they play is that as children use their time well they learn important skills of concentration, problem solving and thinking about what they are doing. All children become engaged in activities that are age and developmentally appropriate. The atmosphere within the setting is purposeful and harmonious with children and staff having conversations and a range of activities being undertaken. The behaviour management strategies in place are highly effective as staff are very consistent and positive role models. All children show the ability to manage their own behaviour and respond maturely to the opportunities that are presented to them. Children enjoy their time in the setting, which is very stimulating and organised to meet all of their needs.

Children's progress in the setting is very well supported by the systems that are in place to track development in all areas of learning. All resources that are available including the setting's staff are dedicated to children making progress and they are used very well, for example, the excellent outdoor space promotes learning and imaginative play in an outstanding way. While outside, children discovered about life on Mars, travelled through space or learnt about traffic lights and how to use a road safely. After being outside children spoke about what they had done and staff followed up their interests by using books and pictures to enhance their experiences. Children's language skills are promoted very well at all times as children self register themselves, use labels and their names regularly and listen attentively to shared stories and when undertaking circle time activities. Children's understanding of number and mathematical ideas is enhanced through daily practical activities, games and puzzles. They have a growing understanding of measurements, time and the value of numbers, which they use with confidence appropriately. Children are given opportunities to learn about the world as they understand about different languages, living things and find out about posting letters. They also take part in an excellent range of activities that enhance their physical development, for example, messy play, mark making and craft based activities. Children's creative development is given very good attention as children express their own ideas, use a variety of art equipment and take part in role play which is highly imaginative and rich in learning opportunities. Children can access computers and everyday technology to support their learning, though not all children took up the opportunity to use the computer preferring other resources instead. The setting ensures that all children make progress, including those with learning difficulties and/or disabilities or those who use English as an additional language.

The welfare of all children is promoted in an outstanding way; all children are very secure, safeguarded and benefit from outstanding learning opportunities. Children show the ability to manage their own behaviour, make choices about their learning

and show very good progress as communicators, thinkers and planners, with a good understanding of their own health and safety.

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

There have been no complaints made to Ofsted since the last inspection.

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.