

Medcliffe @ The Park - Northolt Park Children's Centre

Inspection report for early years provision

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Inspection date	27/04/2010
Inspector	Julie Biddle
Setting address	Off Newmarket Avenue, Northolt, Middlesex, UB5 4DB
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Type of setting	Childcare on non-domestic premises

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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).

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.

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Description of the setting

The Medcliffe @ the park is one of three provisions run by Medcliffe Community Nursery. The nursery operates from within Northolt Children's Centre, in the London Borough of Ealing.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 26 children may attend the nursery at any one time. There are currently 31 children on roll in the early years age group.

The nursery is open each weekday from 8.00am to 6.00 pm for 50 weeks of the year. The nursery supports children with learning difficulties and/or disabilities, and also supports children who speak English as an additional language. All children have access to a secure enclosed outdoor play area.

The nursery employs nine staff including the manager and all staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued and respected and staff demonstrate a commitment to inclusion, ensuring all children feel welcome. Staff are successful in promoting children's self-esteem and encouraging their enthusiasm for learning. A positive partnership with parents, carers and other professionals enables children's individual needs to be effectively met. The manager and her team have a clear vision for the future and are aware of the strengths and areas for improvement within the setting. Thus ensuring that outcomes for children are foremost in everything they do.

What steps need to be taken to improve provision further?

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

- further develop the garden area to enhance children's outdoor experience

The effectiveness of leadership and management of the early years provision

Successful procedures ensure children are safeguarded in the setting. Clear and robust recruitment procedures that include Criminal Record Bureau checks and references are in place to ensure all adults working with the children are suitable to do so. Children are further protected because staff are knowledgeable about safeguarding procedures and their role within that procedure. In addition to this all

required documentation is in place. Systems for recording visitors to the group are good and staff are very aware of the procedures to follow to ensure persons not vetted do not have unsupervised access to the children. Detailed daily risk assessments are completed to ensure that all areas of the building and garden are safe before children arrive. Staff are vigilant meaning children remain safe at all times. The staff are deployed effectively across the setting ensuring all children receive the appropriate support to reach their full potential. High levels of staff interaction and good organisation of routines and in particular free flow play mean children gain a strong sense of security and thus increasing their levels of confidence.

The setting's leadership and management is successful and inspirational. The staff are a strong team who work productively together to meet the individual needs of every child in the setting. They meet to discuss planning, any issues that may have arisen and assess how the planned activities have met the children's needs. They have developed effective planning methods which takes into account each child's needs and interests exceptionally well. The management team are committed to ensuring that the staff within the setting attend further training that is both in house and external, thus benefiting the children as they contribute new and fresh ideas and activities into the setting. The setting works with the early years advisor to continually improve the provision for children's care and learning. The setting has started to make links with local schools and teaching staff have visited to see the setting in action and to meet the children.

Partnership with parents is a key strength of the setting. Informal day-to-day discussions, notice boards, letters and the open door policy promotes good communication systems for parents. Parents are also invited to a formal parents evening where they can view a comprehensive report of their child's development. Parents speak highly of the nursery, in particular the good relationships fostered between the staff, parents and children and how happy their children are in the setting. The setting is proactive and has worked hard to form good links and relationships with other professional agencies to ensure that children with learning difficulties and or disabilities receive additional support to meet their needs effectively. This has been very successful and is very evident as staff talk about the support mechanisms in the setting.

Children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staff's planning for the individual child helps to narrow the achievement gap and sustain all children's progress. The enabling environment encourages children's sense of curiosity and interest in the world around them both indoors and outdoors. The varied stimulating range of toys and resources help to promote children's understanding of diversity within our society. Furthermore, diversity is valued through recognising special events such as Easter and Chinese New Year. Signs, labelling, posters and photographs around the setting support children's understanding of languages and symbols that represent language. Children and staff are enthused as they develop their skills in Makaton, older children share their skill with younger children and visitors showing them how to sign 'Good Morning.' Children benefit from visitors to the setting such as the community policeman. Although shy at first children discuss with the visitor

how to keep safe and the number to call if they are scared, all the children remember 999.

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

Children clearly enjoy their time at the setting; they are secure, confident and happy. They arrive full of enthusiasm and quickly settle at their chosen activity. Staff greet the children and their parents with warmth and kindness. Staff plan a daily routine that is flexible for the children, their individual needs and requests are sought and respected. Resources in the setting are of good quality and displayed in a way that allows children to make informed choices about their play. Staff ensure children have time and space to concentrate on activities and so develop their own interests and skills.

Children are encouraged to develop a healthy lifestyle through the provision of healthy, nutritious snacks and meals that support their individual dietary needs. They have access to fresh drinking water and milk and make choices about what they drink. Meal times are very social, where good manners are gently reinforced by staff who sit with the children as they enjoy their meals. Children take pleasure in their meal times, they show good levels of independence as they help themselves to the food while staff offer appropriate support if needed. In addition children's healthy lifestyle is developed through outdoor play. They relish their time in the garden, they plant bulbs, dig holes and squeal with delight as they water the plants and sometimes each other. Children are enabled to experience all the areas of learning in the garden as staff use the area effectively. Although the garden provides a rich learning environment, the staff are constantly working towards improving the area for the continuing benefit of all the children.

Children are developing a good understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet. Nappy changing procedures are thorough, which helps to reduce the spread of infection. In addition, children enjoy daily opportunities to develop their physical skills during outdoor play. They confidently use a range of outdoor equipment, have great fun painting their feet to make prints and watering the plants. Children discuss with staff how the water will help the plants grow.

Staff interaction with children is of a high level, they pose questions that are challenging and encourage children to think for themselves, for example, "what can you do to stop the sun shining in your eyes?" "What do you need the knife for?" Children reply "to cut the cake." Children and their peers have wonderful conversations they talk about the Halloween party they are going to as they make use of the range of dressing up clothes. Children use a wonderful range of descriptive words such as, it feels like sticky on my fingers, it is soft and squashy, as they make and play with dough. Children imaginative skills are used as they listen to a familiar story, this activity is enhanced by the use of props.

Children are very well supported by staff who motivate and stimulate the children to make very good progress and thoroughly enjoy their experience of this process.

Younger children in particular are excited by the opportunity to enjoy heuristic play which extends and their natural curiosity. Staff use this time to observe the children and so ensuring they plan effectively for them. Children have very good opportunities to develop their early writing skills through various mediums; such as large chalks pens and pencils, which they select independently to enhance this activity. Children use mathematical concepts regularly, they understand how to use a timer when they are waiting to change activities, and how to add more flour or water to change the texture of dough. They discuss with confidence who is taller, who has bigger feet as they compare and measure chalk drawings of themselves on the floor. They take delight in using cloths, water and mops to clean the floor when they have finished the activity.

Children's behaviour is excellent; they have strong friendships with their peers showing respect and consideration for each other's feelings. Older children show particular kindness and consideration to the younger children.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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