

York Rise Nursery

Inspection report for early years provision

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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*.

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Description of the setting

York Rise Nursery opened in 1991. It operates from a community hall in the London borough of Camden which is in north London. The nursery have access to a large hall and a small secure outside play area. The provision is open for 49 weeks of the year operating each weekday. The nursery offer both morning and afternoon sessions as well as opportunities for children to stay all day on a Monday, Tuesday, Wednesday and Friday until 4pm and on a Thursday until 2pm. A variety of sessions are available. The majority of children attend part-time sessions.

The nursery is registered on the Early Years Register to care for a maximum of 24 children at any one time. The nursery provides funded early education for three- and four-year-olds. There are currently 30 children aged from two years to under five years on roll. The nursery currently supports a number of children with English as an additional language and children with special educational needs and/or disabilities. There are five members of permanent staff working with the children alongside one part-time student. The registered provider works within the setting and shares management responsibilities. All staff bar one hold early years qualifications and the remaining member of staff is working towards her level 3. She is also a qualified music teacher. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership, and has links with the Early Years Intervention Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

York Rise Nursery provides a welcoming and inclusive environment for children, where their individual needs are recognised and valued. Children's welfare is promoted through a comprehensive range of policies and procedures which help to keep them safeguarded. Effective planning and assessment systems are in place to support and enhance children's learning and development thus all children are making good progress given their starting points. Children benefit from the outstanding partnerships that have been established with their parents, and with other professionals involved within their care. The provision demonstrates a positive commitment to continuous improvement; they are currently developing self-evaluation systems so that clear targets can be set to bring about future development.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children
- support the development of children's independence skills within their daily

routines.

The effectiveness of leadership and management of the early years provision

The nursery have developed comprehensive records, policies and procedures to support the safe and efficient management of the provision. Robust recruitment and vetting systems are in place to ensure that all staff are experienced and suitable to work with children. Effective training and development policies support all staff to continually update their knowledge and skills as; they have time set aside during each term to attend early years training opportunities. The staff team demonstrate a competent knowledge and understanding of safeguarding children issues they are clear of their roles and responsibilities with regards to working in partnership with parents and outside agencies to ensure that children are safe. The nursery environment is continually monitored so that it is safe and secure for children; all staff are involved in maintaining risk assessments for the premises, furniture and equipment. There are good procedures in place to protect children on outings; staff always conduct a visit prior to taking children on trips so that a full risk assessment can be made of the journey and of the setting as a whole.

The staff team are deployed effectively around the nursery to enable them to interact with children during play and respond to any individual needs. This is further supported by the successful key worker system which supports all children to feel secure and confident in their environment. Every child has a designated member of staff who is responsible for the continual monitoring of their care and learning progression. Children with special educational needs and those with English as an additional language have excellent support systems in place to ensure that all professionals are working together to promote an integrated approach towards their individual care and learning needs. Children confidently access their child friendly environment as resources are well organised to promote many early independence skills. Consequently, children have successful opportunities to make choices about their play and thus initiate their own ideas. The staff team promote equality and diversity exceptionally well within the provision; this supports children's awareness of the society in which they live. Equality of opportunity and anti-discriminatory practice are actively promoted as a wide variety of resources and activities meet the needs of all children and enable them to learn and develop respect for themselves and each other.

The nursery team demonstrate an enthusiastic approach to promoting improvement. They have recently reviewed their outside play area and have raised funds to develop this provision for children. It is evident that they are continually reviewing their planning and assessment systems as they adapt and change these to make them more effective. Thus overall, the nursery is making some positive inroads with regards to self-evaluation processes. The nursery has established excellent partnerships with parents, and with the schools that the older children will be moving onto. Parents are kept well informed about their children's progress as staff share children's developmental assessments and meet with them both formally and informally throughout the year. Parents are provided with high quality information about the early years provision and the policies and procedures that

are followed within the setting. There are highly effective partnerships with outside professionals who offer additional support to children with special educational needs. These valuable relationships ensure that children are given skilled support and interaction which enhances their overall ability to enjoy and achieve within the setting.

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

The staff team demonstrate a confident knowledge and understanding of how to plan and deliver a stimulating and effective programme which takes account of children's individual needs and interests. Children are continually monitored as observations of their learning feed into assessment records which in turn are utilised to plan for their future learning opportunities. Consequently, children are motivated to learn as staff take the children's lead and follow their self-initiated play. Children are happy and settled within this provision; they confidently move around their environment and enjoy both indoor and outdoor play pursuits which support them to make good progress towards the early learning goals. Children access a good range of equipment, furniture and resources to support their enjoyment. Resources and activities offer children a good range of experiences and challenges. For example, children thoroughly enjoy singing sessions where staff play the guitar as they sing along to action songs and rhymes. They confidently respond to challenges such as clapping quietly in tune, and then clapping loudly. Children demonstrate their excellent listening and concentration skills as they fully participate in these enjoyable experiences.

Children are developing many valuable self-care skills as they follow appropriate personal hygiene procedures when they are reminded to wash their hands before eating and after they have stroked the pet hamster. However, snack time routines do not fully promote children's independence skills as staff take the responsibility for washing and preparing fruits and for pouring children's milk. Children's knowledge and understanding of the world is promoted through a broad range of activities and experiences which include growing and planting pursuits. These activities are followed through with a trip to Kew Gardens where children explore a wide range of both tropical and everyday plants. With the effective use of information communication and technology (ICT) children are excited to recall their recent trip as they view the photographs taken on the nursery's digital photo frame. Children's self-esteem and sense of belonging is evident as they proudly shout out 'look there's me and there's you.' Children have many opportunities to problem solve as they engage in construction pursuits and enjoy the challenge of completing puzzles with adult support.

Children's well-being is prioritised by staff who ensure that children are kept safe and healthy whilst in their care. Staff follow comprehensive policies and procedures to ensure that children are protected and well supported. Children enjoy a broad range of healthy snacks and have regular opportunities to play outside in the fresh air. They are developing strong physical skills as they competently climb on challenging apparatus. Out in the garden they develop their coordination as they balance on stilts and play a variety of ball games. Children are learning how to

keep safe as staff present them with positive role models and teach them how to play safely both inside and out in the garden. Children participate in practice evacuation drills and learn about road safety both through practical experiences and through topic work. Children demonstrate that they feel safe and secure in their relationships with staff. They respond extremely well to staff direction which results in children displaying very good behaviour. Overall, children are developing many valuable learning and development skills which help to set secure foundations for their future learning.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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