

Cylch Meithrin Llundain

Inspection report for early years provision

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Inspector Vicky Turner

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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

Cylch Meithrin Llundain opened in 2003. The nursery currently operates from a large building on the same site as The Stonebridge Primary School. The nursery has the use of a small kitchen area, two toilets, two wash hand basins and a store room. Access to outdoor provision is to the front of the premises. The setting receives part-funding from Mudiad Ysgolion Meithrin. The staff is made up of the manager, the leader and parent volunteers. The manager is a qualified teacher and the leader holds a BTEC National Diploma in Early Years at Level 3. The nursery is registered for 15 children between the ages of two and under eight years. There are currently 13 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities. The nursery provides a service to children of the Welsh community and serves children in the local community. The nursery provides sessional care and operates four mornings during the week, from 9am to 12 noon during term time only. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of provision is good. Children learn, play and develop in a safe and secure environment. High parental involvement and the good partnerships with the school and other agencies are key strengths and contribute to ensuring that the needs of all the children are met. The manager has a good understanding of the setting's strengths and weaknesses and knows what needs to be done to improve. All recommendations from the last inspection have been fully addressed reflecting the setting's good capacity to improve.

What steps need to be taken to improve provision further?

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

- build on existing resources for information and communication technology to extend children's skills in this area and to support other areas of learning
- develop the outdoor play area in order to extend the range of learning opportunities.

The effectiveness of leadership and management of the early years provision

Staff and parent volunteers are thoroughly checked to ensure their suitability for working with children. Adults understand the procedures to be taken if they have concerns about a child. Annual and weekly risk assessments are undertaken and all outings are risk assessed. Daily health and safety checks ensure that the learning environment is safe for the children to play in. Some parent helpers are trained in

food hygiene and there is a qualified first aider on site at all times. Weekly and half-termly meetings provide good opportunities for staff to reflect on their practice and to identify areas for development. The manager has a clear view of the setting's strengths and areas for improvement. These include employing a second member of staff in September and moving to new premises which will allow for better free flow of activities. The recommendations from the previous inspection have been fully addressed. The manager actively promotes staff development and encourages staff to update their skills.

There is ample space which is used well to provide for all areas of learning. High quality resources are labelled in Welsh and accessible to all the children. The adults are well deployed to ensure that the children are properly supervised at all times. Most children are of Welsh background but children come from a variety of backgrounds. They learn about differences from each other and celebrate St. David's Day. They celebrate various festivals like Diwali, Chinese New Year and Eid. A range of multicultural resources such as books and dolls promote children's awareness of differences. Planning is focussed on children's individual needs and individual educational plans are in place to support children with additional needs.

Excellent relationships with the Welsh school means that the nursery can accompany them on outings and the older children spend two afternoons every week at the school to aid a smooth transition. Good relationships with other professionals ensure that children receive the support that they need to make good progress. The setting is supported by Brent Early Years Team and the Mudiad Ysgolion Meithrin. The setting has an excellent relationship with parents who play a major role in the running of the nursery as volunteers. Parents use their expertise in music, art and design and information and communication technology to enrich learning opportunities for the children. Parents are very well informed through half-termly newsletters, daily feedback and by email. They are very appreciative of the written report they receive on their children's progress. They attend termly and half-termly meetings and one-to-one parent meetings to discuss their child's progress. Parent questionnaires and a comments book enable parents to air their views about the setting. Parents are very happy with the provision and comment that 'The children's progress is closely monitored and feedback is superb', 'They are totally immersed in Welsh' and praise the 'excellent quality of teaching of Welsh'.

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

Most sessions are in Welsh with reinforcements in English, so all the children leave the setting with a good knowledge of Welsh. Children make good progress particularly in communication, language and literacy and creative development. They are happy, independent and are eager to learn. The key person ensures that children's welfare needs are met and regular observations and photographic evidence help identify the next steps in the children's learning and development. Parents contribute to the planning for their child. Children sing Welsh songs accompanied by the piano and listen to a variety of classical music. They relate their movements to the type of music and the composer. For example, they stomp

around making strong movements for Beethoven and run around making light, fluffy, bouncy movements for Mozart. The session ends with a Welsh lullaby to help them cool down. They enjoy sand and water play and build a 'tall' tower and a 'big' tower with 10 or more Lego bricks. Children enjoy exploring sound with a range of percussion instruments.

Children share a trusting relationship with their adults and know that they can talk to them about their feelings. They learn about fire safety through fire officers who visit the setting and practise safe emergency evacuation of the premises. Children are protected from the sun with sun cream and sun hats brought from home. They are encouraged to eat healthily and share pieces of fruit at snack time with a drink of milk or water. The 'No crisps or chocolate' policy means that packed lunches are generally healthy. Children have adopted good hand-washing routines. Children do not currently have a continuous open access to the outdoors so there is a set time for physical activity every day. Children are aware of the changes in their bodies when they exercise.

Children behave exceptionally well. They learn to share and play collaboratively with each other. They help put out the activities and help tidy up. They are very caring towards each other and feed the goldfish 'Elvis' and 'Trevor'. Children are well prepared with skills for the future. Show and tell sessions, puppet shows, role play activities and news offer good opportunities for talk. They experiment with a range of mark-making materials and have access to a variety of Welsh and English books. Number puzzles, number rhymes and a range of activities help children develop problem-solving and numeracy skills. Although information and communication technology resources are limited at this stage, children develop good mouse control as they use the paint programme. They take photographs of shapes outside with the digital camera. Children have a good awareness of where they live and know that most of their families and grandparents live in Wales. They go to Wales on holidays and say that London is 'very long to Wales'. They grow cress, sunflower seeds and tomatoes. Visits to City Farm, Brent Cross Shopping Centre, Aldemham County Park and the Butterfly Farm contribute to children's knowledge and understanding of their world.

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

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| 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

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|--|---|
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 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