

# Ready Steady Go Fitzroy Road

Inspection report for early years provision

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**Unique reference number** 100626  
**Inspection date** 09/11/2011  
**Inspector** Helen Steven

**Setting address** 29 Hopkinsons Place, Camden, London, NW1 8TN

**Telephone number** 020 7722 2488

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**Type of setting** Childcare - Non-Domestic

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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

Ready Steady Go Fitzroy Road registered in 2001. It is one of four privately owned nurseries based in North London. The nursery operates from a local community centre in the Primrose Hill area, in 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 space and they make regular use of the upstairs hall.

The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 23 children in the early years age range at any one time. There are 19 children in the early years age range on roll aged two and three years. Sessions are offered on Monday, Wednesday and Fridays from 9.30am to 12.30pm. The group offer care and support to children who speak English as an additional language. There are five members of staff, including the manager, who work directly with the children. Three staff, including the manager, are qualified in Early Years Education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a nurturing and stimulating environment. Their care and education needs are met to a high level and monitoring systems for children's progress are robust overall. The practitioners are committed, enthusiastic and supported effectively by the dedicated management team who are passionate about meeting the needs of all children. The nursery effectively promotes equality and inclusion across all aspects of the provision and has forged excellent links with other agencies to support children's individual needs as and when needed. Excellent use of self-evaluation and reflection, along with a commitment to build upon existing practice, means that the nursery demonstrates an excellent capacity to maintain continuous improvement. The systems in place for working in partnership with parents and carers are very well established.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening the use of the photo books by linking the pictures to the areas of learning and observations in order to use them as part of the monitoring process.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and well cared for in an extremely child-friendly setting. Staff recruitment and vetting procedures are robust and ongoing safeguarding training helps ensure children's safety. Risk assessments are completed for all aspects of the nursery to ensure hazards to children are identified and minimised. The nursery is led and managed by a highly committed management team whose passion for the well-being of children is evident throughout the nursery. Managers have high expectations and standards which are embedded across all areas of practice. The organisation strives for excellence by continuously evaluating, assessing and reflecting on everything it does. For example, they have introduced 360 degree appraisals, where members of the team assess themselves and each other to further develop practice. All recommendations made at the last inspection have been effectively addressed thus improving outcomes for children. Seven inset days each year enable the team to attend relevant training which ensures that they have a high level of knowledge and professionalism. A comprehensive range of policies and procedures for the organisation ensure the smooth running of this nursery. Practitioners are deployed very effectively and all know their roles and responsibilities.

Inclusion is promoted throughout the setting through the clear identification of each child's individual needs. This process is highly successful as the foundation of the relationship with children and their families start at the 'beginners group' which are pre-nursery sessions attended by young children with their parents. An attractive booklet is sent to new children about the nursery and routine. As a result children are very familiar with the practitioners and the learning environment making the transition to nursery a smooth one for most children. Children's own backgrounds are represented in the nursery. Festivals celebrated by the children at home are represented in the nursery through activities such as story telling and arts and crafts. The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships as and when the need arises.

There is a strong partnership with parents and information is comprehensively exchanged. The setting is constantly striving to improve communication with parents and meet weekly with parent representatives to exchange information and suggestions. Parents are extremely positive in their feedback about the nursery and are very pleased with their children's progress. They feel that the practitioners are 'engaged and on the ball' and are sensitive about each child. Parents comment that children are developing their senses as the activities provided are very practical. For example, they observe that there is an 'amazing amount of messy play'. Parents are very actively involved in the setting, sharing their skills and experiences with the children. For example, parents take part in circle time to introduce their young babies to the children.

Planning processes are responsive to the identified needs of children. Team meetings at the end of each session enable the staff to evaluate and plan effectively for the next day. Furniture, equipment and resources are of very high

quality and suitable for the ages of children to support their learning and development extremely well. The nursery operates from a hall which needs to be set out and packed away for each session. The practitioners are exceptionally creative in overcoming any obstacles posed in order to develop a superb learning environment. For example, they use lightweight, free-standing notice boards to ensure that the children have access to beautiful photographs and the environment is rich in text. Free-flow access to a small but well-equipped outdoor area provides children with varied range of experiences across all areas of learning.

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

Children are extremely happy and content in this welcoming setting. They are extremely enthusiastic learners because the rich activities are easily accessible both indoors and outside. Children relish the opportunities to explore and experiment using different materials as activities are very sensory based. Plans follow observations of children, take into account their interests and support their learning needs towards the early learning goals on an individual basis. Comprehensive development files provide evidence of children's consistent improvements in all areas. Key persons collate photographs in folders which they use as evidence of children's achievement. However, as the photos are not linked to the Early Years Foundation Stage they are not fully effective in monitoring progress towards the early learning goals.

Practitioners work exceptionally well with the children and enhance their learning experiences. Practitioners are patient and afford children time to resolve problems for themselves like when they have difficulty putting teats on babies' bottles. Children use a wide range of media to create collages and three-dimensional models. They express themselves through movement using scarves to create patterns. Children thoroughly adore the experience of making play dough. For example, they skilfully scoop the flour, carefully pour the water and add colouring of their choice. They eagerly mix and stir and squeeze the mixture. When finished, they enthusiastically clear up the table and sweep the floor showing they are developing a sense of responsibility. Children are very well behaved and cooperate well during play as they share resources and take turns. They are recognised and rewarded for good behaviour by having a leaf placed on the 'Kindness tree'.

Children are aware of the routine and actively take part in the circle time at the start of the session. They enthusiastically sing a welcome song so that everybody learns the names of their peers. Young children are developing an understanding of phonics as the practitioners introduce this through fun interactive songs, hiding items in a 'sound box'. Children learn about caring for others as they role play, asking adults for a plaster when their doll has an accident. Every child's home language is used to say hello at the start of the day. Children excitedly show visitors their beautiful photos of their family. They are involved in meaningful Diwali activities. Children skilfully use simple technology throughout the session

such as pressing the button on the water dispenser. Children confidently talk to visitors about their favourite activities and their experiences. Low level notice boards inform children pictorially about the routine. Children are taken regularly to the upper hall to participate in activities that promote their physical development.

Children demonstrate a sense of how to keep themselves safe as they undertake regular fire drills. Practitioners explain what will happen during the evacuation and what children need to do and why; children respond very positively to this. Children access water throughout the session. They benefit from a wide selection of healthy, nutritious foods available at snack time. They relish the opportunity to prepare and serve the snacks themselves and there is a warm social atmosphere created at this time. Children show excellent understanding of the importance of following good personal hygiene routines. Children develop an awareness of sustainability as practitioners support them in recycling paper, plastics and food waste.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

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

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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