

Puss In Boots Nursery School

Inspection report for early years provision

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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*.

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Description of the setting

Puss In Boots Nursery School registered in 2011 and is one of three provisions owned by a private individual. The nursery operates from a community building belonging to an adjacent church, in New Southgate in the London Borough of Enfield. Children have access to a large playroom on the ground floor with access to a garden area. There is also a playroom on the first floor. The nursery serves the local and wider community and is open during term time only. The setting is open Monday to Friday, from 9am until 12:15pm.

The nursery is registered on the Early Years Register to care for a maximum of 42 children in the early years age range at any one time. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are currently 29 children aged from two years to under five years on roll. The nursery currently supports a number of children who speak English as an additional language. The manager and the majority of all other staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Puss In Boots Nursery School provides a welcoming and inclusive environment for children. They are supported to make good progress in their learning and development. Children's welfare is promoted through some reliable practices, which overall help to promote their safety. There are professional partnerships with parents and other providers, which generally promote a consistent approach towards children's care and learning. The staff team is developing self-evaluation systems, which overall contribute towards promoting encouraging continuous improvement within the nursery.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that all reasonable steps to ensure that hazards to children indoors are kept to a minimum. (Suitable premises, environment and equipment) 26/12/2011

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

- develop further opportunities for parents to review their children's progress and contribute to their children's learning and development assessments
- develop further reflective practice and self-evaluation to identify the nursery's

strengths and priorities for development that will improve the quality of outcomes for all children.

The effectiveness of leadership and management of the early years provision

The staff have in place a comprehensive range of records, policies and procedures to support the management of the nursery. There are effective recruitment, vetting, and induction systems in place to ensure that staff are suitable to work within their roles. Staff demonstrate a competent knowledge and understanding of safeguarding children issues. They are aware of their responsibilities to work in partnership with parents and where appropriate, outside professionals to safeguard children's welfare. There are detailed risk assessments in place to support staff in monitoring hazards within the environment. However, these are currently not completely robust. Staff have not fully considered potential hazards to children when they walk through the kitchen area to the garden. For example, the low-level oven is accessible to children alongside some household cleaners. Consequently, effective steps are not in place to ensure all hazards to children are kept to a minimum. This is a specific legal requirement of the Early Years Foundation Stage.

The nursery has an experienced and qualified staff team. They carry out their roles and responsibilities in an enthusiastic manner. Although the nursery has recently opened under new ownership there has been a pre-school provision operating from this site for many years. The majority of the staff team has transferred over to the new nursery, which supports continuity of care for children. Staff are positive to initiate improvements. They are beginning to revise their self-evaluation systems, which are good but not extensive. Policies and procedures are also under review with the support of the new owners. Staff are committed to updating their knowledge and skills through further study. Staff attend a variety of courses, including safeguarding children, first aid and observation and planning. Clear action plans are in place to improve many aspects of the nursery.

The staff organise a bright, accessible and inclusive learning environment for children. There are good range of resources to support children's play and exploration. Children are happy and busy as staff are effectively deployed to support their care and learning. The staff ensure that all children have equal opportunities to access the activities, resources and experiences on offer. Discussions with parents demonstrate that they are very happy with the care and learning opportunities offered to their children. A parent commented, 'The staff are very welcoming and approachable. My child loves to come here and always tells me about what he has learned.' Another parent commented 'I love the friendly warm atmosphere, my child is very happy here and is learning lots of new skills.' Overall, this supports an integrated approach towards children's care and learning. However, some parents do not always have opportunities to contribute towards their children's learning. The staff establish good partnerships with some of the local schools. This in turn helps to support a smooth transition for children moving onto mainstream school.

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

The staff plan and deliver an enjoyable range of learning and development opportunities for children. They make good use of both the inside and outdoor learning environments. Planning systems are currently under review. The staff team are working closely with their advisory teacher to ensure that planning focuses around children's individual interests. The impact is very positive as staff are taking the lead from the children. They are recording valuable next steps for their key children and are planning these around their interests and abilities. Children who speak English as an additional language have their needs effectively met. The staff team provide successful opportunities for them to use their home languages in their play and learning. Consequently, all children make good progress in their learning given their starting points.

Children are developing many valuable self-care skills. They confidently choose when to have their snack rather than this being at set times. Children enjoy being independent as they access their environment and resources with enthusiasm. Children are developing successful communication, language and literacy skills. They confidently request staff to put up their work so that this can be shared with their friends. Staff meet these requests and warmly praise children's efforts, which supports their self-esteem. There is evidence to demonstrate that children are beginning to write and draw with purpose. They are excited to talk about the pictures they have drawn of their families.

Children have good opportunities to learn about mathematical concepts. They enjoy the challenge of counting how many children are present today and work out how many are boys and girls. They are delighted to make their own homemade dough where they need to measure how much flour and salt they need. These purposeful opportunities also support their knowledge and understanding of cause and effect. For example, they observe that the dough is too sticky after adding water to it. Children then suggest that they need to add more flour to improve the texture. Children enjoy a full range of creative experiences. They concentrate for long periods as they make Christmas cards with a variety of materials.

Children's health and overall well-being is promoted through many purposeful practices and procedures within their daily routines. They eat healthy snacks and staff discuss with them why these are important to their good health. Children follow good personal hygiene procedures as they independently wash their hands at appropriate times during the session. They enjoy regular opportunities to be active in the garden. Children learn to balance as staff set up small blocks for them to walk along safely. They also enjoy manoeuvring their dolls prams around the garden, which supports their coordination skills. Overall, children handle themselves safely and responsibly. For example, they climb the stairs holding onto the banisters and remind each other of the importance of doing so. They demonstrate that they feel secure as they respond positively to the warm interaction they receive from staff. Overall, children are polite and respectful as they behave in cooperative ways. They are supported to value one another's

differences as their home backgrounds, cultures and languages are positively included in the provision. Consequently, children are developing many valuable learning and development skills, which help to set strong 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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

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	3
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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