

# Bowlers Community Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	131671
<b>Inspection date</b>	26/06/2012
<b>Inspector</b>	Sharon Fogerty
<b>Setting address</b>	81 Crouch Hill, London, N8 9EG
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<b>Email</b>	
<b>Type of setting</b>	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

Bowlers Community Nursery registered in 1994 and is run by a management committee of parents. It is housed in self-contained premises within the grounds of Crouch Hill recreation centre, which is located in the London Borough of Islington. Children under two years have access to a room and the older children are based in the main open plan play area. There is an enclosed landscaped garden for outdoor play. The nursery is open to all families living in the locality. The nursery is open from 8.30am to 5.30pm, for 49 weeks of the year. The group offers sessions, daily and weekly, to meet the needs of the parents.

The nursery on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 36 children in the early years age group. There are currently 37 children aged from one year to under five years on roll. The nursery is funded to provide free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. There are eight staff members working directly with the children. All staff members hold early years qualifications. Additional staff are also employed for administration, maintenance, cooking and cleaning.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well-qualified and experienced staff provide good support overall for individual children's learning and development. Children benefit greatly from the nursery's stimulating play environment and enjoy having access to a generally wide range of good quality resources. Highly effective partnerships between the providers, parents and other agencies ensure individual children's needs are met and their protection assured. Regular self-evaluation by the manager and staff mean that priorities for development are identified and acted on, resulting in provision that is continually looking for ways to improve outcomes for children.

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

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

- improve further the deployment of resources to promote the mathematical potential of the outdoor environment as well as possible, and by offering materials reflecting children's family lives and communities in the home role-play area
- further develop systems which link children's next steps in learning to plan appropriate focused activities which provide further challenge to the more able children.

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

Children are fully safeguarded and exceedingly well protected because the staff have a comprehensive awareness of how to keep children safe. All staff have attended regular and appropriate safeguarding training to enhance their skills and knowledge. This means they are extremely well placed to protect any children who are at risk. The nursery's collaborative working with other key agencies is exemplary. Rigorous recruitment and vetting procedures are in place, which also includes a thorough induction for new staff. This system ensures that children receive care from staff who are cleared as suitable to work with young children. Children use premises that are safe and secure, and are well supervised by vigilant staff at all times. Rigorous daily safety checks are completed and the written risk assessment is reviewed as required, such as during building works. This thoroughness means that children are able to move around the nursery safely and freely.

The environment is well organised, with an interesting and wide range of good quality resources available, indoors and outdoors. Children have good opportunities to choose what they would like to play with and can access the resources for themselves. All children greatly benefit from being able to use all areas of the nursery as they wish. The younger children especially enjoy playing alongside their older siblings. The outside learning environment is viewed as an important part of the provision. Toys are stored attractively, at child height, in clearly labelled boxes and on open shelving, so children can easily choose what they want. The resources include toys and books that portray wider society, although, the 'home play' area does not contain many props and play equipment reflecting other cultures.

Staff offer sensitive and effective support to children who have special educational needs and/or disabilities. Children who learn English as an additional language feel very much part of the setting because staff use key words in their home languages. Visual clues and the use of signing help children with communication difficulties enjoy and achieve well in their learning.

The managers and staff share a clear vision and commitment to providing good quality childcare. The manager and staff continually look for ways to improve and use self-evaluation to identify the nursery's strengths and areas for development. Some identified weaknesses have been addressed and are having a positive impact on practice and outcomes for children. For example, introducing lower level accessible storage to aid choice and creating a more open planned area for freedom of movement. A home 'communication book' has increased parents' involvement in their children's learning. Following attendance at a course, a process of tracking children's development has been introduced successfully. The process of self-evaluation includes the views of parents and carers and there are plans to consult and include the views of children, although these are not fully embedded in practice.

There is very effective partnership working with parents and carers. This is a significant strength of the nursery. The staff and parents share important information about their children's progress and their individual needs. Regular meetings keep parents up to date with their children's progress and provide opportunities to agree future learning targets. Parents also share information about learning at home. This communication means that parents are involved in learning and each child is very well supported in making progress. Parents value the supportive and nurturing ethos of the nursery and the friendly approach of staff, which helps to ensure that individual needs of children are shared and met.

Highly effective relationships with other professionals involved with the children are well established and contribute extremely well to supporting children's welfare and learning. Pre-school children are supported by effective transition arrangements which include visits to the local schools facilitated by a designated member of staff.

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

Children of all ages thoroughly enjoy their time at the nursery and develop very close relationships with the staff and each other. Children are extremely confident within the environment. Staff are responsive to children's needs, giving reassurance and support as needed and acting as good role models. Children make good use of the outdoor area and the local area to both extend their learning and for exercise, for example, through trips to the local nature reserve. Children are developing excellent awareness of personal safety because staff take every chance to help children understand the reason for behaviour boundaries, such as why they should not run inside or climb on furniture. Staff also know just when to stand back and let children take manageable risks in their play.

Children's good health is effectively promoted by the staff as children are encouraged to develop good hygiene routines, for example, hand washing after toileting, before food and after activities. Children learn to make good choices in food as they are offered a variety of fruit or vegetables for snack, and fresh water is freely available during the day. The snack time system helps children make decisions for themselves about when they are hungry, so they learn to understand their bodily needs. Children enjoy the social aspect of meal and snack times as they sit together with their friends and staff who take special responsibility for them, while chattering together and learning good table manners. Children develop good physical skills as they are keen to use the range of wheeled toys, climbing apparatus and other equipment available and be outside in the fresh air.

Staff are very knowledgeable about the Early Years Foundation Stage and use this understanding well to support children in their learning. Staff regularly observe children and keep detailed records of learning; however, there is not always a clear link between children's identified next steps and the planning process. As a result, occasionally, learning opportunities may be missed, but children's progress remains good and the system is effective overall. Weekly planning is based around the

interests of the children and staff are ready to adapt and change with the children's needs.

Children are enthusiastic learners and enjoy having plenty of time to pursue their own interests. Focused adult-led activities are planned; however, staff are not always aware of how to adapt activities to include the best challenge possible for older or more able children. Praise is given as appropriate to encourage and promote self-esteem. Children's behaviour is exemplary because there is a consistent and highly effective approach to behaviour management. Staff give clear explanations, set appropriate boundaries and model the behaviour expected. Children from a variety of cultural backgrounds attend the nursery and pictures of the children and their families are displayed around the nursery, which helps children feel extremely secure and settled. Children are developing a respect for themselves and others. This is because the nursery makes effective use of the available resources and activities to promote diversity.

Children acquire good language and communication skills, through participation in active story making, for example. Interactions between adults and children support learning and encourage children to make progress. Skilled staff enhance children's language development through asking open-ended questions. A range of engaging books available in comfortable areas entice children of all ages to enjoy looking at books either by themselves or with staff. Labels around the nursery successfully enhance children's awareness of the written word, to underpin literacy skills. Children enjoy practising counting through planned activities and everyday routines, for example, with an adult when cooking, and during meal times; however, there are limited resources in the outside area to help children develop numeracy skills through their self-chosen play. Children develop early writing skills as there is a range of suitable equipment available, both indoors and outdoors. The nursery promotes knowledge and understanding of the world through a variety of activities including play with toy figures, cooking and using dough. Children gain skills in using information and communication technology, through using electronic toys and operating the computer competently. This means that children are developing good skills for their future lives. Children enjoy using their senses, for example, when feeling the texture of corn flour and water or experimenting with mixing paint to create new colours. Children's artwork is clearly valued as it is displayed at their height, so they can be proud of their creations.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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