

Inspection date	30/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The manager and staff group are highly committed to the nursery and continually strive for improvement through accurate reflection and highly ambitious goals.
- Partnership work with parents is excellent and results in exceptional opportunities for parents to contribute to their children's learning.
- Children are highly curious and independent learners who interact confidently and relate very well to others.
- Staff extend children's thinking and language skills exceptionally well.
- Plans meet the individual needs of children successfully because staff use thorough assessment information on children to inform planning well.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed the interaction between staff and children.
- The inspector sampled a range of documentation.
- The inspector held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Shannon Childcare re-opened in June 2013 as Shannon Childcare Limited. The nursery is situated in Edgware in the London Borough of Barnet. The nursery operates from a detached house. Children have direct access to a secure garden. The nursery serves the local and wider community and is open all year round. It closes for one week over the Christmas period. The nursery is open Monday to Friday from 8am to 6pm. Children attend on a full or part-time basis. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides funded early education for two-, three- and four-year-olds. There are currently 30 children in the early years range on roll. The nursery supports a number of children who speak English as an additional language. There are six staff who work directly with the children, plus the manager all of whom hold appropriate early years qualifications. This includes the manager who holds Early Years Professional Status; one staff member who has a level 5 qualification; four staff members who have level 3 qualifications; and one staff member who holds a level 2 qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider ways to consolidate children's learning further, such as through interactive displays linked to children's interests and different concepts.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make excellent progress in this dynamic and child-centred nursery. Staff provide exceptional opportunities for children to initiate their own play. For example, there is a large focus for staff to readily follow children's lead as they select from a very wide range of high quality, accessible resources. Staff encourage children to use their imagination to the fullest by providing a broad range of props and by making timely interventions in their play to extend thinking skills. This type of dynamic interaction with children is informed by staff's excellent knowledge of the children, which they achieve through thorough assessments of children's progress. Planning is based comprehensively on children's individual needs and this enables children to make excellent progress. Staff cater well for children's different learning styles by enabling children to move freely between the well-equipped indoor and outdoor environments. Children's learning is enriched well by visits from a specialist teacher who takes a creative approach to different areas of learning. For instance, the visiting teacher teaches children about Chinese New Year through craft activities.

Staff provide real, exotic fruit in children's role play and encourage the children to feel the texture of a coconut and listen to sound of swishing coconut milk as they shake the shells. Staff stimulate children's language development by asking children to describe the different appearances, smell and texture of various fruit. Staff teach children the names of the fruits and encourage children to practise their counting skills as they place different fruit in their baskets. Children operate simple technology by pressing buttons on an electronic cash register and on toy robots. Staff follow children's lead as they select construction sets to create their own designs. Staff talk to the children about their designs and use the opportunity to teach children colour names. Staff use mathematical vocabulary, such as 'taller' and 'shorter' to develop children's language very effectively. Children are highly engaged in baking tarts because staff provide attractive materials and a wide range of highly appropriate resources, such as bright red raspberry jam, and utensils to roll and cut out shapes in dough. Children use excellent physical skills to manipulate dough and make moulds. They take turns as they use spoons to scoop and spread jam skilfully on dough shapes. Staff discuss the process of baking with children and this helps children to learn about food technology. Although staff reinforce children's learning in different ways, they do not always enhance children's learning further through interactive displays to support their understanding of different concepts. For instance, displays on transport, food, space or anything else children may be interested in to encourage them to think and talk about their interests further. Staff fill the children's day with songs by responding spontaneously to their requests for their favourite nursery rhymes. This helps children to learn about different sounds in words and to experience the joy of singing. Children have excellent opportunities to practise their drawing and early writing skills through creative activities. For instance, they use their fingers to write letters in spray foam and say the sound the letters make. Staff teach children about letters and sounds very effectively through structured, fun sessions which focus on songs and stories. As a result, children learn exceptionally well. These experiences help children to develop very valuable skills for later use in school.

Children benefit greatly from a wide variety of apparatus and resources because they have access to two nursery gardens, which present a large element of choice, interest and challenge to children. Children develop an excellent range of physical skills as they climb on frames, balance on scooters, ride on wheeled toys and jump on small trampolines. They learn physical coordination skills while they throw and catch balls, with staff presenting different challenges according to children's abilities. The outdoor area is used to promote other areas of learning very well. For example, children explore the texture of spray foam and make marks with their hands. They learn about capacity as they fill and empty different sized containers in the sand tray.

Staff keep high quality, regular observations of children and evaluate these thoroughly along with other evidence of children's abilities, such as photographs and artwork. Staff use this information wholly effectively by devising highly relevant goals for children, which link well to planning. Staff carry out progress checks for children aged between two and three years and written summaries are provided to parents. Staff support children who learn English as an additional language exceptionally well. There are many dual language books, a wide choice of visual resources, and some staff speak several languages, all of which help children to communicate and feel valued.

Staff have excellent ways to keep parents informed of their children's development. For instance, they provide daily information cards, which provide details on children's care and learning activities. Staff record children's achievements on video footage, which they share with parents. Staff meet up with parents on a regular basis to review children's assessment records, discuss progress and share observations of children. Staff provide parents with very effective opportunities to be involved in children's learning. For example, staff ask parents to share information with them on skills children demonstrate at home. Staff provide workshops to parents on different aspects of learning, such as communication and language, and behaviour management. This enhances parents' contribution to children's learning.

The contribution of the early years provision to the well-being of children

Children are articulate, confident and highly motivated learners in this stimulating nursery. They settle extremely well because staff carry out home visits to families to build relationships with children. Staff find out about children's skills and interests and use this information to provide activities that children enjoy. This helps children to settle well. Staff also encourage parents to bring in photographs of family members, which they display for children to see. This supports children's self-esteem and sense of belonging very well. Staff readily adapt routines to meet the individual needs of children and display a visual timetable of daily nursery events, which provides excellent support to children as they settle at nursery. Children have exceptional, strong, nurturing relationships with staff, which helps to build their confidence.

Children are highly independent learners because they can easily explore their environment by freely selecting a very broad range of high quality resources from accessible, labelled units. The nursery is bright and attractively furnished, which supports children's well-being. Children have excellent awareness of how to be safe. For instance, staff teach children about road safety and about the dangers of talking to strangers. Staff also enable children to manage small risks. For example, children assess whether they can climb up a short ladder or if they need support. This helps children to learn to assess risks for themselves and how to be safe. Staff teach children to care about their environment by showing them how to take care of resources by putting them away when play sessions are finished. As a result, children tidy up eagerly. Children take excellent care of their personal needs, such as hand washing at appropriate times. They have excellent independent skills in dressing and put on their outer clothes by themselves. Staff change nappies in bright, clean, attractive and comfortable areas, which helps children to feel happy and secure. Children have very good dietary habits. They happily select fruit and vegetables at snack times and eat nutritionally balanced, appetising meals. Staff teach children the health benefits of eating well and cater for special dietary needs. Children serve and feed themselves with great skill. Children get daily fresh air and develop an excellent range of physical skills because they use a wide range of equipment in the outdoor areas.

Children treat each other with a great deal of respect and care. They greet each other warmly when they arrive in the morning and show consideration to each other by taking

turns and sharing. Children's behaviour is excellent. Staff use a gentle, fair approach with children and agree ground rules for behaviour with them. Staff remind children of expected behaviours by displaying pictures. As a result, children have clear understanding of staff expectations, which they meet well. Links with local schools are very effective. Staff invite teachers to the nursery to get to know children so that they settle well when they move to school. Staff talk about school life with children and share information with school staff, which helps children to settle securely and happily.

Children learn about difference because staff discuss and celebrate special events, such as Chinese New Year. Children make craft items and staff discuss traditions and customs with children. They also have visits from a Jewish teacher who talks to children about aspects of the Jewish faith.

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

Children are very well protected in this highly organised nursery. The manager has an excellent knowledge of the safeguarding requirements of the Framework for the Early Years Foundation Stage and understands her role and responsibilities. All staff have received safeguarding training and their knowledge is kept up to date through regular staff meetings. They have excellent awareness of procedures to follow should they be concerned about a child. Children are safe because the entrance is secure and a visitors' book helps to prevent intruder access. Staff carry out thorough risk assessments covering all aspects of the nursery, including outings and this helps to protect children further. The recruitment process is thorough and helps to ensure that staff are suitable for their roles, which adds to the protection of children. All staff are qualified in first aid and this provides excellent protection for children in the event of an accident.

Management has acute insight into the quality of staff practice. This is because regular time is spent in the group room observing how staff interact with, plan for and assess children. Management checks all planning and children's assessment records, which helps to identify and rectify any inconsistencies. A tracking system is in place and this helps staff to be aware of children who need support so that appropriate action can be taken to close gaps in learning.

Management supervises staff regularly and comprehensively. Any areas of staff underperformance are discussed and high quality support is offered, where needed. Staff receive regular appraisals and this identifies their training needs accurately. For instance, staff attended a course on observation, assessment and planning, which led to better use of assessment information in planning.

Partnerships with others involved with children's care and learning are exceptional. Management provides excellent workshops for parents covering learning and development of children and keeps parents up to date on their children's development. Parents spoken to at the time of inspection indicated high levels of satisfaction with the nursery, their children's progress, and the stimulating range of activities. There are excellent links with

the local authority, including visits from the local authority to provide support and advice on a range of early years matters.

Management reflects thoroughly on all aspects of the nursery. Management includes the views of parents, children and staff, which help to form highly relevant goals for improvement. For instance, the nursery plans to train another member of staff in special educational needs to enhance the level of expertise within the staff group to support future children with special educational needs. The nursery operates extremely well and has excellent ability to maintain this.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY465840
Local authority	Barnet
Inspection number	927936
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	30
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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