



Ready Steady Go Camden

Inspection report for early years provision

Unique Reference Number	EY292889
Inspection date	25 January 2006
Inspector	Gabrielle Pollock
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Registered person	Jennifer Silverton
Type of inspection	Integrated
Type of care	Full day care, Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Ready Steady Go Camden is a privately owned nursery. It registered in 2004 and operates from the ground floor of a self-contained building with access to two play rooms, kitchen and toilet areas for staff and children. There is a fully enclosed garden available for outdoor play.

The nursery opens 5 days a week, 36 weeks of the year from 09:15 to 13:30 Monday, Wednesday and Friday and from 09:15 to 12:15 Tuesday and Thursday.

There are currently 29 children aged from 2 to under 5 years on roll, including 8 funded 3-year-olds. The setting currently supports children with special educational needs and children for whom English is an additional language.

Four full time staff, including the manager work with the children, all of whom hold early years qualifications. Two staff members are working towards an NVQ level 3 qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children talk about how to keep their bodies healthy and they recognise the importance of eating a healthy balanced diet to keep themselves strong. Children follow good personal hygiene routines helping to prevent the spread of infection and some of the older children independently wash their hands before eating their snack or after playing in the garden and understand that it washes the germs away. They are cared for in an environment where standards of hygiene and cleanliness are very good.

Children's health is well promoted as staff have relevant first aid training and implement effective hygiene procedures to minimise the risk of infection, for example when preparing snacks and responding to accidents.

Children help themselves to water, juice or milk, recognising when they thirsty, for example after running around outside. They confidently choose what they want to eat from a variety of fresh fruit, rice cakes or brown bread and are able to spread their own pieces with butter or houmous that they helped to make. Lunches are provided by parents and are appropriately stored by the provision. Children independently wash up their cups or wipe the tables after snack-time.

Children enjoy a good range of play opportunities and experiences that promote their physical well being and development, for example dancing or bouncing on a trampoline. They ride bikes, climb on and over outside play equipment skilfully. Children use tools/kitchen equipment such as crayons, small garden forks or knives to draw, dig in the soil or cut vegetables when making soup to further develop fine physical skills. All children are able to be active or have quiet times according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move safely and freely around their environment, confidently making their own choices about their play. Space is well organised and used effectively to allow children opportunities to be active, engage in physical activities, table top and floor activities. They enjoy opportunities to relax and share books in a comfortable environment with soft carpet and cushions.

Children learn to take responsibility for keeping themselves safe and about potential dangers as practitioners explain safe practices to children, for example, when grating and cutting vegetables or when climbing on play equipment. Implementation of regular daily safety checks, written risk assessments and practitioners being vigilant, further ensures children's safety.

Children access a wide range of good quality play equipment and resources, much of which is presented at low level in labelled boxes. The learning environment is exciting, stimulating and welcoming to both children and adults, which enhances children's learning and increases opportunities for them to be independent and develop self-esteem. For example, they notice that their creative work is displayed and that there are photographs of themselves involved in a variety of activities.

The practitioners' good knowledge and understanding of child protection issues helps to ensure children are protected from harm and neglect. For example, staff know how to implement local child protection procedures and have the required policies and documents in place to safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. They arrive happy and confident and quickly settle, making their own choices about their play. Caring, nurturing relationships between staff and children help younger children who are settling become familiar with their surroundings and the daily routine. Children are interested in activities and involved in their learning. Children are progressing well because staff use their understanding of children's development, to provide good quality care and learning experiences. Staff know children well and talk to them about their family and what they have been doing at home, for example going to hospital for a scan. This interaction helps to secure relationships between children and staff developing a sense of trust.

Children enjoy the textures of messy play materials such as sand, water and paint which they explore with great interest as they watch different colour water flowing through tubes. Children very much enjoy freedom of expression, for example dancing to music. They construct and build with the duplo and are fascinated by the pulley that raises buckets full of stones. Children play well independently and with their peers, as well as enjoying opportunities to work more directly with staff through activities, such as shopping at the vegetable stall or making soup. They represent their own ideas, for example through role-play and experience a range of media and materials encouraging them to explore their senses. For example, they use pebbles, shells and bark in their play. Their efforts are valued and supported by staff through praise and encouragement. Young children develop early communication skills as they are free to express their views and opinions to staff and their peers during activities and at snack time.

Staff talk about how each child is progressing and plan according to interests and topics such as vehicles or healthy eating. Staff recognise the value of play in a child's development and introduce a range of new experiences, enabling children to learn

and develop a variety of skills.

Nursery education

The quality of teaching and learning is good. Children progress well because staff have a good understanding of how children learn and know the children in their care well. Staff observe the children and plan for their next steps of development. A wide range of activities are planned, however, staff are not consistently planning to include all aspects within each area of learning.

Children's attitude towards learning is good and they are able to concentrate at self-chosen activities very well.

Children count confidently and understand concepts relating to sorting, which staff encourage during everyday activities, such as counting and handing out the correct number of cups or plates to children at snack time. However, there are missed opportunities for children to undertake activities which encourage subtraction and addition and to extend their mathematical thinking and problem solving.

Children develop good hand-eye co-ordination and are confident at using work tools such as hammers and nails when making cars at the work-bench. Staff make good use of the garden, climbing or outdoor equipment, such as a trampoline, to further develop children's large physical development and their access to regular fresh air. Children develop a good sense of time and place as they follow the nursery's routine well and gain good knowledge of their environment in discussions about nursery rules and keeping safe.

Children talk freely about their home and what activity they are doing. Children interact with each other; they negotiate and take turns for example when looking at a pop up/prop book. They sit together and listen eagerly at story time, and enjoy talking about their own experiences for example going to hospital to have an x-ray. Children independently use a range of tools and materials, which they use to represent their own ideas.

The nursery routine provides children with opportunities to engage in physical activities such as climbing equipment or dance and music sessions, and explore creativity using a range of media such as sand, glue and paint. They learn about themselves and the wider world through discussion and topic work. Staff plan activities based on themes which are meaningful to children, and have a flexible approach adjusting activities according to children's interests. Staff are perceptive to children's interests during self-initiated play, and use skilful questioning to encourage children's thinking and language skills. They manage children's behaviour very well, organise a stimulating range of activities and have created a warm, welcoming and exciting play environment in which children feel secure and valued.

Helping children make a positive contribution

The provision is good.

Children have very good levels of confidence and self-esteem. They value

themselves and one another. For example, they comfort one another when upset and take pride in having made a 'Get Well' card for a staff member. Children are learning about diversity through positive play materials that are provided and the involvement in celebrations or activities of religious or cultural festivals, for example Christmas or Chinese New Year. This helps them to understand and value the similarities and differences between themselves and others. The multi-lingual staff team are able to offer additional support to children who have English as an additional language. Children with special needs are welcomed and supported well through close consultation with parents and professionals involved in the children's care. A positive inclusive environment is encouraged through group games or activities and sharing so children can play together happily.

Children behave well as staff are positive role models. They learn to negotiate, take turns and share play materials. Children learn about themselves and the wider world through planned activities and discussions, for example learning where exotic fruits come from and what they taste like. This positive approach fosters children's social, moral, spiritual and cultural development.

The individual needs of children who attend are met, as staff exchange information with parents of children's activities and care, through daily discussions and scrap books of children's art work. The partnership with parents is good. Relationships with parents are friendly. They are welcomed into the group through welcome meetings, settling in new children, reviews and by taking part in activities, for example when a parent came in with her potters wheel for children to do pottery. This contributes to consistency in the children's care. On the day of inspection parents expressed how happy they are with the service provided and the feedback given on how their child is doing. Information on the week's activities is clearly displayed and daily discussions ensure that parents are kept well-informed about the current happenings and what their children have enjoyed.

Organisation

The organisation is good.

The registered person uses effective recruitment procedures which ensure that staff are appropriately qualified and vetted. Appraisal systems and regular team meetings ensure policies and procedures are understood and implemented consistently by staff. Children's care and learning is enhanced by the effective deployment of staff, well run key-worker system and good leadership and management of nursery education. Staff are experienced, work well as a team and update their knowledge and understanding of good childcare practice through training. Staff have access to training through the local authority.

Staff are aware of improvements they need to make as the setting evaluate their practices.

The nursery is well-organised, with toys, resources and play areas used well to promote a child-friendly and welcoming environment. The staff make effective use of the space provided, and ensure that children access outside play every day to develop a healthy approach towards daily exercise.

Leadership and management is good. They are aware of the nursery's strengths and weaknesses. They are aware of improvements they need to make as the setting evaluate their practices. Management and the staff team meet together regularly to share ideas for activity planning and discuss children's individual care and learning needs. Management use staff and activity planning meetings and day to day observations to monitor the curriculum and the impact on children's progress.

Most documentation is in place, well maintained and stored confidentially. Although complaints are dealt with appropriately, there is currently no system for the logging of complaints.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration Ofsted has received one complaint relating to National Standard 3: Care, Learning and Play and National Standard 12: Working in Partnership with Parents. As a result of the complaint the provider agreed an action to ensure that continuity of care is respected when working in partnership with parents. We are satisfied that the registered person takes appropriate steps to meet the standards. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- devise a system for the recording of complaints

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop opportunities to build on children's knowledge to compare and use numbers to solve problems
- increase staff knowledge and understanding of the Curriculum guidance for the foundation stage

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk