

Ready Steady Go - St John's Wood

Inspection report for early years provision

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Inspector Siobhan O'Callaghan

Setting address All Souls Hall, 21 Alexandra Road, LONDON, NW8 0DP

Telephone number 02075 865 862
Email office@redysteadygo.org
Type of setting Childcare on non-domestic premises

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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 - St John's Wood Nursery originally opened in January 2000, they have recently moved premises and re-opened in September 2010. The provision belongs to a group of four privately owned pre-schools based in North London. It operates from converted church premises with access to a large open plan area with secure outside play. There are an additional two separate rooms located upstairs for group sessions. The nursery also has a kitchen/office area. The provision is open during term time each weekday from 9am until 2pm. During some of the school holidays the nursery offers play weeks from 10am until 2pm. There are some additional workshops available for nursery children to attend in the afternoon sessions including yoga, French and music.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register to care for a maximum of 40 children from two years to under eight years at any one time. The nursery provides funded early education for three and four-year-olds. There are currently 33 children aged from two years to under five years on roll. The nursery currently supports a number of children with English as an additional language and children with special educational needs and/or disabilities. There are eight members of permanent staff working with the children. The manager holds a degree and has completed the Early Years Professional Status. The majority of all staff hold relevant early years qualifications with one member of staff currently working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Ready Steady Go Nursery provides a welcoming and inclusive environment for children where they are supported to make good progress in their learning and development. Children are valued and recognised as being unique individuals. Their safety and overall welfare is promoted through a secure range of safeguarding procedures and practices within the setting. Excellent partnerships between parents and other agencies support all children to receive consistent and continuous care and learning opportunities. The staff team demonstrate an enthusiastic and committed approach to promoting improvements within the setting; this can be evidenced in their evolving self-evaluation systems.

What steps need to be taken to improve provision further?

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

- develop further the outdoor play area to provide relevant activities for energetic physical play
- develop further self-evaluation systems for this new setting to continually

review and enhance the overall quality of the provision.

The effectiveness of leadership and management of the early years provision

The nursery is a well established setting although they have recently moved into new premises. At present they are currently sharing the accommodation with one of their sister nurseries, which is a temporary arrangement until they can move back into their own building. Therefore, current circumstances are impacting on some aspects of the organisation of the nursery and in particular the use of the outdoor play area. Nevertheless, children benefit from a well resourced setting where overall they are supported and encouraged to be independent and active learners. The manager and her staff team are focused on safeguarding children and have created a safe and stimulating learning environment. There are comprehensive records, policies and procedures in place to support the safe and efficient management of the setting. Robust steps are taken to ensure that all staff undergo vetting procedures to deem their suitability to work with children. Daily risk assessments of the premises and of the resources that children utilise are undertaken to ensure that their safety is given due emphasis.

The nursery has a well-qualified professional staff team who have a competent knowledge and understanding of their roles and responsibilities. They are effectively deployed within the nursery as they provide valuable support and guidance to children. Staff demonstrate an exemplary attitude towards both self-improvement and to the improvement of the setting as a whole. Staff, including managers, regularly embark on courses to enhance their professional knowledge and skills. They are currently involved in developing new self-evaluation systems to highlight all aspects of the provision that they wish to improve upon. The setting effectively liaises with parents and children when looking at ways to evaluate the quality of the services they provide. This is evidence of the high aspirations they have to improve outcomes for all children within the setting. The excellent partnerships that are in place with parents and outside agencies ensure that all children's welfare needs are met. Children are given effective support to enable them to enjoy and achieve within this setting, and good focus is placed on their starting points. Thus the promotion of equality of opportunity is securely embedded within this nursery setting.

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

The staff team demonstrate a good knowledge and understanding of how to plan and deliver a stimulating and effective programme which takes account of children's individual needs and interests. Children are continually monitored as observations of their learning feed into assessment records which in turn are utilised to plan for their future learning opportunities. Consequently, children are motivated to learn as staff take the children's lead and follow their self-initiated play. Children are very busy as they confidently access their stimulating indoor

learning environment; they persevere for extended periods within their play. It is evident that they feel a strong sense of belonging within the setting as they enthusiastically take on responsibilities such as helping to prepare snacks for themselves and their peers. During these experiences staff effectively challenge and extend children's learning as they encourage them to learn new skills. For example, children are encouraged to problem solve as they think about how many bowls of fruit they will need for all the tables and to observe whether they have sufficient food for everyone.

Children's communication, language and literacy are effectively promoted through a wide range of experiences. For example, a cosy book area with a willing storyteller promotes children's enjoyment of reading. The good provision of mark making resources supports children's emergent writing. All around the nursery is evidence of children's writing as they have been involved in creating signs such as 'please wash your hands' which are displayed within the bathroom. Children are supported to develop their imaginations as they play purposefully in the well organised grocery shop. They are learning how to play cooperatively and understand the importance of valuing and respecting one another, as staff present them with excellent role models.

Children's well-being is prioritised by staff who ensure that children keep safe and healthy whilst in their care. They are developing important personal hygiene skills through their daily routines. Children enjoy healthy snacks and meals which are provided in liaison with their parents. They have daily opportunities to play outside in the garden and engage within physical pursuits, although, the staff team acknowledge that this area requires further development. Children demonstrate that they feel secure in the setting as they confidently interact with staff and behave in safe ways. For example, they know how to handle scissors safely and learn how to use knives appropriately when they help to prepare snacks. Children are supported to develop an extremely positive attitude towards diversity and inclusion. They benefit from a stimulating environment where due focus is given to promoting an awareness of valuing one another's cultures and religions, this is achieved through the excellent range of resources and experiences available. Overall, children are developing many important learning and development skills which help to set secure 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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
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

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	2
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