

# Ready Steady Go Nursery School

Inspection report for early years provision

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<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

Ready Steady Go Primrose Hill was registered in 1988. It is one of four privately owned pre-school provisions. The pre-school operates from all areas of the garden flat of a house in Primrose Hill, in the London Borough of Camden. There is a garden for outdoor play.

A maximum of 24 children under eight years may attend at any one time; of those, two may be under three years. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll. The pre-school is registered to receive funding for three- and four-year-old children. The pre-school supports children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The pre-school is open from 9am to 2pm each weekday, term-time only. French classes are available one day a week after the main play session. Play weeks are offered at Easter and in the summer holidays.

The pre-school employs four members of staff, all of whom hold a relevant early years qualification; of those, one member of staff has obtained the Early Years Professional Status. In addition, three staff provide specific activities, such as French class. The setting works in partnership with the local authority development workers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting provides a highly inspirational learning environment for all children. Individual needs are exceptionally well met through highly effective partnerships between staff, parents, their children and other professionals. Children's well-being is significantly enhanced by exceptional organisation, risk assessment and planning for continuous improvement. The management team have generally high aspirations for quality through ongoing improvement and, as a result, staff are highly motivated which results in a rich learning environment for children.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing the induction procedures to include food hygiene matters, and

include on the job training which is available to all staff involved in the preparation and handling of food .

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

There is a comprehensive awareness of safeguarding issues among the staff within the setting at all levels, all of whom receive in-house training on child protection. Comprehensive policies and procedures are implemented consistently and robustly to ensure that children are protected, including the detailed risk assessments which are undertaken and reviewed on a regular basis. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff and students. The management team make exceptionally good use of resources, including training opportunities, which contributes to improving outcomes for children. Although staff have strong skills in providing healthy snacks for children, formal food hygiene training is not currently included in the induction procedures. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe; for example, when they use real tools, such as a hammer and nails for woodwork.

The management team are exceptionally successful in inspiring the staff team to work towards meeting clear targets identified during the rigorous and extensive monitoring and assessment procedures. The views of parents, children and staff are highly valued and make a significant contribution to the self-evaluation process. Management have high expectations and set high standards which are embedded across all areas of practice. Morale is very high and belief in the setting's success runs through all levels of staff. Actions taken by the setting are implemented effectively and continually evaluated. As a result, outcomes in children's achievement and well-being for all children are exceptionally high.

Staff are passionate about childcare and take steps to ensure that each individual child is fully supported in all areas of their development. A trained coordinator gives advice and support to both the staff and parents; in addition, the nursery work with other professionals to enhance their practices. The organisation of the activities is excellent. For example, children are divided into small groups where they are able to participate in adult directed activities, which are specific to their age and stage of development. Mini groups are also available which offer high levels of support to children who need additional help with their speech, language or other developmental issues. Staff provide many exciting opportunities for children to learn about diversity, for example they listen to folk tales and bilingual stories and use 'persona' dolls. Children enjoy singing a variety of songs, in both English and German; staff are trained to use sign language to support and enhance children's language skills.

Outcomes are clearly attributed to excellent use of resources, including highly effective deployment of staff. The presentation of the resources is imaginative and exciting attracting children to interact and take part in learning experiences. The environment is conducive to learning and safe; it is managed very well and carefully looked after by both children and staff. The accommodation is creatively

used to make the best use of the space available. Children clearly benefit and thrive as a result of the setting they are in.

The setting has a highly positive relationship with all groups of parents; they are heavily involved in contributing to the process of self evaluation, which enables the setting to identify further areas for development, to improve outcomes for children. Children's views are continually sought and the staff effectively use this information to make further improvements to their provision. Parents are extremely well informed about all aspects of their own children's achievement, well-being and development. The setting provides detailed information on the Early Years Foundation Stage and meets with parents regularly to keep them updated as to the progress their child is making. Parents contribute to their child's learning through the review process and by means of the 'news from home' box. Parents comment: 'this place has got something really magical', 'they really are proud of the children who are really ready for the next place they move onto when they leave'.

Partnerships with other professionals are highly successful; staff effectively implement action plans which help to support children's individual developmental needs. They are proactive in making links with local schools to support the smooth transition when children move to their new school. Staff successfully plan visits with the children encouraging them to take photos of their new school to share with their friends and family.

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

Children's health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice that are individual to the setting. The exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Assessment through high quality observations is rigorous and the information gained, is used very effectively to guide and inform planning. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Inspirational and innovative teaching motivates children, encouraging them to investigate, explore and enjoy their learning.

Children's skills for the future are exceptionally well supported. Communication, language and literacy skills are promoted as children eagerly take part in re-enacting favourite fairy tales; they are kept fully engaged through the use of interesting props. All around the environment there is evidence of the written word with a huge contribution from the children. Their understanding of mathematical concepts is incorporated into the cookery sessions they actively take part in. Children learn to measure quantities of ingredients and calculate how many scones each child will have. Children have regular access to information technology, for example they confidently use the computer and enjoy taking digital photos of the

garage they have constructed.

All children show a strong sense of security and feel safe within the setting, due to the high quality staff interaction. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children safely use a range of tools and equipment within the setting and know how to handle these in order to keep safe. Their understanding of safety issues and how they demonstrate this is exceptional. Children remind staff as they get ready to go on an outing; 'we have to hold hands when we go outside'. Children are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. At a dance workshop children comment 'you should never jump over other children, you might squash them'.

All children show an exceptional understanding of the importance of following good personal hygiene routines. Children have ownership of their health and well-being and demonstrate they are well informed about healthy living; they develop their own signs throughout the nursery, such as the 'wash your hands' sign over the sink. They head off to wash their hands without any staff prompting, before helping to prepare the daily snack. Children have innovative opportunities to engage in a wide range of physical activities and gain a secure understanding about the importance of regular exercise. They take part in dance and drama classes, climb fixed structures in the local park and ride bikes.

All children show an extremely strong sense of security and belonging within the setting. They are confident, settle well and develop excellent relationships with staff and their friends. Children display extremely high levels of confidence and self-esteem, for example they enjoy performing their play on the stage they have built. Children show excellent cooperation skills as a group of children work together to make a ramp for their cars to go down. Children's behaviour is exemplary and they begin to show an excellent awareness of responsibility within the setting. During snack time, children take it in turns to go around with a sign they have made to inform their friends, one child responds 'thank-you for telling us'. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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