

Puss in Boots Nursery School

Gospel Oak Methodist Church, Agincourt Road, LONDON, NW3 2NT

Inspection date

Previous inspection date

18/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The nursery is well led and managed. Staff have clearly defined roles and responsibilities which supports the efficient and smooth running of the nursery.
- There are effective monitoring systems in place, which supports the nursery in continuing to develop quality and improve outcomes for all children.
- There are good clear policies and procedures in place that are effectively implemented by staff, contributing towards safeguarding and promoting children's well-being.
- The effective key person system helps children to settle well and supports children and parents in developing close and secure relationships with staff.
- Children are happy and well settled in a fun, stimulating and safe environment, where they are cared for by staff who have a genuine concern and real commitment to their roles in supporting them all to achieve and do well.
- Partnerships with parents, carers and others are good, contributing towards the good progress children make.

It is not yet outstanding because

- Planned activities do not always have clear learning intentions and as a result staff do not always extend children's learning further, particularly in children's language development.
- Although the nursery has visual and picture aids, the staff are not using them to

support effective communication with children who have communication difficulties, in particular those that speak English as an additional language.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out observations in both the indoor and outdoor play environment.
- The inspector held discussions with the manager and spoke to staff.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector spoke to the children.
- The inspector looked at children's assessment records, planning documentation, self-evaluation records and a range of other documents.

Inspector

Samantha Smith

Full Report

Information about the setting

Puss in Boots Nursery School registered in 2003 and re-registered in 2012. The nursery operates from Gospel Oak Methodist Church hall in the London Borough of Camden. Children have access to a main hall. There is an enclosed outdoor play area.

The nursery operates each weekday from 9am to 3.30pm term time only and children attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 36 children on roll from two to five years. The nursery supports children who speak English as an additional language and children who have special educational needs and/or disabilities. The nursery is in receipt of funding for the provision of free early education. There are currently seven members of staff including the manager. All of the staff hold relevant early years qualifications and the manager has Early Years P.G.C.E and Early Years Professional Status.

What the setting needs to do to improve further

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

- further develop the educational programmes for communication and language using pictorial aids and flash cards to support the communication with children who speak English as an additional language.
- further develop planning systems to ensure that learning intentions are identified, and identify possible areas in which to challenge and extend children's learning and development.

Inspection judgements

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

Children enjoy a calm and caring atmosphere where they engage in a range of purposeful activities that support them in acquiring new skills to support their future learning. They clearly enjoy attending the nursery as they enter happily and settle quickly, eagerly choosing what they want to do from the interesting experiences provided. Overall, educational programmes provide them with a variety of experiences across the seven areas of learning and positive engagements with staff further enhance their learning experiences. The caring and dedicated staff team use a good range of teaching techniques to support learning and development. For example, good use of phonics supports children in developing their speaking and early reading skills. Staff role model correct use of language by telling repetitive stories and singing songs with repetitive phrases. As a result, most children show that they are making good progress in communication, language and literacy skills. However, systems to support the communication of children who speak English as an additional language are less effective. These children mainly rely on following the actions of other children during the daily routine.

Children show a keen interest in books, as they enjoy free access to the book area. They independently select books to look at, and handle them well. They show that they understand that print carries meaning as they mimic the staff, pretending to read stories to each other and to soft toys, which they set up as their audience. They show a real interest and enthusiasm as they sit and listen to familiar stories read by staff. Children are encouraged to make a positive contribution towards their environment by taking on small tasks. For example, they help prepare the fruit and set the tables for snack times, they put toys and resources back when they have finished.

Staff plan an interesting programme of activities to support children's developing understanding of the world and learning key skills. For example, they plan different cooking activities, set up various role-play situations and provide stimuli and resources for children to explore and create models, buildings and structures, during which they engage in conversation with children to encourage their language and speaking skills. For example, displays around the hall demonstrate the interest that children showed as they explored famous landmarks, such as St Paul's Cathedral, The London Eye and the Tower of London on a pretend bus that they had made out of cardboard. However, clear learning intentions are not always identified in planned activities and, as a result, staff sometimes miss opportunities to further extend children's learning. For example, by introducing new words and encouraging them to share their thoughts and ideas.

Effective observation and assessment systems are in place and used well to highlight children's achievements to show that they are making good progress in their learning. Staff take account of information provided by parents and use early observations to establish what children know and can do when they first start at the nursery. They frequently record children's milestones using photographs and written observations, providing a clear picture of each child's learning journey whilst at the nursery.

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

Children are cared for in warm and welcoming environment, where high priority is given to their safety and well-being and staff are well aware of their role in this. For example, the main door is well monitored at arrival and departure times and visitors to the nursery are never left alone with the children. Health and safety procedures are well understood by staff and regular emergency evacuation practices are planned to help ensure that both children and staff are familiar with this. The effective key person system supports children in developing a sense of belonging and secure attachments away from their parents. As a result, new children settle quickly and staff develop caring and supportive relationships with children and their parents.

Children are well behaved. They spend their time fully engaged in activities as they move freely between the indoor and outdoor environment, enjoying and exploring available resources. They play well and cooperate with each other and staff effectively support them as they learn to negotiate disputes for themselves. For example, two children wanted to play on the small trampoline at the same time and a member of staff

intervened. The staff member helped the children to resolve their dispute by encouraging them to take turns and time each other. They did this by counting in song to the number ten. During free play activities, they are encouraged to show consideration for others who choose to engage in quieter activities.

Children have good opportunities to develop their understanding of healthy living. They are encouraged to bring in fresh fruit, which they help prepare and share at snack times. They take part in cooking activities, engage in discussions and enjoy regular opportunities to take part in physical activities both inside and outdoors. They demonstrate that they know how to care for their personal hygiene as they follow daily routines. They wash their hands after using the toilet, before eating and taking part in cooking activities and they demonstrate that they understand why this is important. Staff also role model good hygiene practices when they assist children with their personal needs.

Children are well supported in developing their understanding of safety. For example, whilst helping prepare the fruit for snack, staff give them gentle reminders about how to hold the knives safely. In addition, children take part in regular emergency evacuation practices. During these they receive appropriate explanations from staff to help them learn about how to respond in the event of an emergency.

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

The nursery is effectively led and managed and arrangements for safeguarding children are well established and implemented by staff. Effective partnerships with other professionals involved with children, contribute towards their care and learning needs being well met. The well-established staff team are committed, enthusiastic and suitably qualified for their roles. They work well together demonstrating a real commitment to helping children achieve. Consequently, children settle well, enjoy their time at the setting and are making good progress in their learning.

The nursery demonstrates a strong capacity to maintain continuous improvement. Staff have developed rigorous systems for monitoring the effectiveness of the nursery. Self-evaluation is robust and takes into account the views of parents, staff and other agencies involved with the nursery. There are effective systems in place for performance management and professional development, which supports staff in improving their knowledge, skills and understanding of current and changes in practice. For example, all staff have recently completed training to improve their knowledge and understanding of the revised Early Years Foundation Stage. Those with additional roles and responsibilities have completed relevant training to support them in carrying out their roles effectively. For example, key staff maintain an up to date knowledge of first aid and all staff have completed safeguarding training. As result, the safeguarding arrangements within the setting are very good. All staff understand their responsibilities and there are clear policies and procedures in place, which include the use of mobile phones and cameras.

The partnership with parents is very good. Parents are all pleased with the way their

children are progressing in the nursery and enjoy the various ways in which the nursery keeps them informed and up to date. They are particularly pleased with the effective key person provision as this has enabled their children to quickly settle and become familiar with nursery routines.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY447154
Local authority	Camden
Inspection number	794000
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	36
Name of provider	Puss In Boots Nursery School Ltd
Date of previous inspection	Not applicable
Telephone number	02072672181

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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 that are usually their 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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