

Devonshire House Preparatory School

Inspection report for early years provision

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Inspector Audrey Opal Ufot

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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*.

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Description of the setting

Devonshire House Preparatory School is an independent school which was established in 1989. The Oak Tree Nursery operates from the ground floor of an Edwardian building on the school grounds and one class room within the school. It is situated in a residential area in Hampstead within the London Borough of Camden.

A maximum of 40 children aged from two to three years may attend the nursery at any one time. There are currently 64 children on roll, some children attend on a part time basis. The nursery is registered on the Early Years Register and is open five days a week during term time. Opening times are from 8:45am to 11:45am and from 12:45pm to 3:00pm for part-time pupils and from 9:00.a.m. to 3:00.p.m. for full time pupils. Children come from a wide catchment area. All children share access to a secure enclosed outdoor play area.

The nursery supports children with speech and language needs and/or disabilities and also supports children who speak English as an additional language.

The nursery employs nine members of staff. All staff hold early years qualifications. The nursery receives support from Camden Early Years Advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. This is because staff work extremely well together to ensure that daily planned activities and play experiences are tailored for each child. Excellent partnerships with parents mean an inclusive service is provided where children's rich cultural background is positively acknowledged and celebrated and their speech and language needs are met effectively. Parents' meetings provide them with the opportunity to contribute to planning the next steps in their children's learning. The established staff team are committed to improving the quality and standards of education. Self-evaluation is robust and is carried out regularly by the manager and staff and includes the views of parents and children. As a result, priorities for improvements are identified and acted upon.

What steps need to be taken to improve provision further?

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

- further extend on information technology resources to develop children's knowledge and skills for the future
- continue to develop each child's portfolio regarding the summative assessment to give a summary of their achievements at a particular point in time so that their progress can continually be tracked

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the staff team have a good knowledge and understanding of child protection issues and implement these effectively to ensure children's well-being is given priority. All written policies and procedures securely underpin the nursery's practice. Robust risk assessments are carried out regularly and daily safety checks minimise children being exposed to potential hazards. The manager can accurately assess the strengths of the nursery as well as all areas for development. She values parents', children's and carers' comments and seek their views through discussions at parents' meetings and written feedback through children's two-way comment books, using this to drive improvement and identify areas for further improvements. For example, by extending on information and technology resources. Also to further develop each child's portfolio regarding the summative assessment, to give a summary of their achievements at a particular point in time so that this can be progressively tracked.

Children benefit from the committed staff who work well as a team. They meet regularly to reflect on their practice and identify areas to develop. Staff are qualified practitioners and have training in the Early Years Foundation Stage (EYFS) for learning and development and use the knowledge gained to improve outcomes for all the children. Staff have good knowledge of each child and tailor their planning of activities to ensure their individual needs are met. They are proactive in identifying and working towards narrowing the gap. For example, staff use the information gathered from parents about their children's play experiences at home to plan activities ensuring all children's learning styles and interests are provided for. Staff create a welcoming environment for children by displaying their art and collage works and photographs of the children. This enables all children to feel secure and have a sense of belonging. Good organisation of resources provides free choice which encourages children's independence to initiate their own play. The key person system works well in practice and ensures that the children are cared for by familiar and trusted staff. They work closely with parents to ensure children have a smooth transition into full-time pre Reception and the main school. During this period staff ensure children move with some of their friends, which support their emotional well-being.

The nursery promotes inclusive practice with all children having many opportunities to play with a wide range of resources available. Children's awareness of different lifestyles is promoted through excellent selection of books showing race, culture and the beliefs of children from around the world. Languages spoken by the children are supported by the staff team who speak a range of languages such as French, Italian, Russian, Spanish and Indian dialect Ketcht. Children learn about similarities and differences of others through theme and topic discussions and reading stories about other cultures such as Handa's surprise. This helps broaden children's knowledge and understanding of the world in which they live. Staff work closely with other professional such as Speech and Language Therapist to ensure children's individual needs are identified at an early age. This ensures that when it becomes necessary children with special needs

and/or disabilities benefit from a positive and rewarding experience.

Excellent working in partnership with parents means every child receives a high level of support. Parents are fully aware of the EYFS and are involved at every stage of their children's learning and regularly see observations and assessments made of their children's development. Systems are also in place to share information with parents who do not collect their children from the nursery on a daily basis. The staff team have developed a real sense of community spirit with parents, as parents are highly involved in fund raising events, they organise winter sales as well as participating in Harvest festival celebrations. Parents speak highly of the nursery. They comment that the nursery is well organised and provides a brilliant and great childcare service and that the nursery's settling-in period is extremely good with a highly stimulating, warm and nurturing environment where their child is blossoming. Parents also comment that their child's language has developed extremely well since attending the nursery highlighting that one family speaks three different languages.

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

Children are welcomed by staff into a relaxed and rich cultural environment; where they show independence and express their curiosity through spontaneous play. They make choices, lead and direct their own play. Children are enthusiastic, motivated and are making good progress towards the early learning goals. Staff works well as a team and plan and provide a good range of stimulating and challenging activities for all the children. Good observations and assessments of children's learning and development mean clear learning intentions are identified.

Staff interactions with the children are good. They engage them in conversations which develop their language and communication abilities. During group time children are encouraged to extend their vocabulary by sharing their thoughts and experiences about the theme of the week. During this time children enjoy listening to stories about creatures that live under the sea as staff read books called 'Deep Blue Sea' and 'Whales and Dolphins' with them. They participate as they point at the pictures making relevant comments and asking questions. Children enjoy sitting in the comfortable book area choosing books independently and staff reading the book with them in French. This encourages children's continual development of their home language. Good opportunities are provided for all children to make marks and attempt to write for different purposes. They recognise letters in their names and some have begun to write their names. This encourages children's language development and early writing skills. Children use their imagination and express their thoughts and ideas whilst using a good range of art materials. For example, they have produced a group art collage of sea creatures. At other times they design and construct with junk modelling materials making 'tall towers' and 'ships'. Children use a selection of resources for investigation such as binoculars and magnifying glasses to find out about living things. They also have many opportunities to use everyday communication technology such as digital camera and computer. These enable children to develop their skills for the future.

All children have a wonderful time during outdoor play. They use a variety of outdoor equipment to develop their large muscles. They run, climb and slide; play throwing and catching games with staff and confidently count small hoops from one to five. Children thoroughly enjoy riding their bikes as they stack coloured hoops on the handle bars moving at different speeds around the play ground. At other times, developing their balancing skills they carry balls in their arms. In addition, children participate in dance and movement sessions further developing their large muscle skills.

Children demonstrate good personal hygiene practice as they wash their hands before snack and lunch times and after visits to the toilet. Full Day children enjoy a range of freshly cooked meals at lunch times which are healthy and nutritious and parents are provided with sample menus of this. Parents provide their children with fresh fruit daily for snack times. They have access to drinking water throughout the day, which they can help themselves to when they are thirsty. Children are learning about safety issues and how to keep themselves safe. For example, staff using role play situations and by inviting a police person to talk with them about 'stranger danger'. This informs children not to go off with people they do not know when they are out and about in the community. Children behave well. Pushing or a misunderstanding over a toy is addressed appropriately by staff. They use group time to talk with the children about what is acceptable behaviour using supporting materials such as books called 'Taking Turns', 'Being Kind' and 'Making Friends'. This encourages children to share, take turns and to be considerate towards each other. Children receive lots of praise and encouragement which helps them develop their confidence and self-esteem resulting in children having a sense of belonging.

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	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
The extent to which children develop skills for the future	2

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