

# Ninos And Ninas

Inspection report for early years provision

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**Unique reference number** EY427924  
**Inspection date** 29/11/2011  
**Inspector** Carolyn Hasler

**Setting address** Trinity Church, Church Street, ENFIELD, Middlesex, EN2  
6AN

**Telephone number** 07889534045

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**Type of setting** 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*.

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## Description of the setting

Ninos And Ninas Nursery is a privately owned Spanish and English speaking nursery, which opened in 2011. It operates from Trinity church hall in Enfield Town in the London Borough of Enfield. There is no outdoor play area. The nursery is open on Monday to Thursday from 9am to 3pm and on Friday from 9am to 12 noon during school term times.

The nursery is registered on the Early Years Register. A maximum of 30 children in the early years age range may attend at any one time. There are currently 15 children, aged from two to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities. Support is also provided for children who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. There are three members of staff, all of whom hold suitable early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery is welcoming and generally inclusive, meeting children's needs appropriately overall. There are breaches in two legal requirements relating to documentation. There are some practice issues linked to monitoring progress and extending children's thinking, which impact on the quality of learning and development. Partnerships with parents are generally appropriate, although staff do not consistently request information about children's starting points. Self-evaluation processes are at the development stage and are, therefore, not yet fully effective in underpinning and securing improvement. However, the staff demonstrate a positive attitude and have a satisfactory capacity to maintain improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the names of children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation) 30/12/2011
- keep a risk assessment record clearly stating when it was carried out, by whom, date of review and any 30/12/2011

action taken following a review or incident.  
(Documentation).

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

- improve the two-way flow of information with parents by offering more opportunities for them to contribute towards their child's initial assessments to establish their starting points
- improve the way staff use language to extend children's thinking, for example, with the use of open-ended questions like 'What would happen if...?'
- develop the use of observations and assessments of children's progress to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop reflective practice and self-evaluation to identify strengths and priorities for development that will improve the outcomes for all children

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

Staff have secure knowledge and understanding of their roles and responsibilities to safeguard children. They have suitable policies and procedures to follow to act on any concerns and they are secure in their knowledge of safe recruitment. Staff carry out checks each day to help ensure that the environment remains safe. However, they do not complete a written record of risk assessment. In addition, staff do not maintain a consistent daily attendance record. Both these gaps in documentation are breaches of specific legal requirements. Since staff supervise children closely there is no immediate impact on their safety overall.

The new staff team are working together and sharing job roles to support the general organisation of the nursery. The leadership and management team are in the process of developing the nursery and driving improvement forward. This is being achieved to a satisfactory level. However, the Early Years Foundation Stage framework is not yet fully implemented and ingrained into practice. The staff are beginning to evaluate their practice, although the process is not yet fully effective to identify all strengths and weaknesses.

Staff provide resources that are varied and generally support children's development. The staff are aware that both inside and outside space provide children with valuable learning experiences. Since children do not have direct access to an outside space, staff compensate adequately with planned daily outings to the market, park and library. Staff do not consistently collect information from parents to establish what the children can do when they start nursery. There are systems developing to monitor children's progress. However, they are not fully effective in identifying and planning support for children's individual needs. Staff are planning imaginative activities for the children and there is a suitable balance between adult-led ideas and opportunities for independent

play.

There are systems in place to identify children with special educational needs and/or disabilities. Where appropriate, staff establish interagency partnerships to ensure children get the support that they need. Staff adequately promote equality and diversity. They provide children with sufficient resources and activities to encourage interest and awareness of others. Staff use their skills in interpretation and translation, in languages such as Spanish or Mandarin, to help parents and children feel fully included.

Staff partnerships with parents and carers are generally positive. Parents are able to access daily information both verbally and through a shared diary about their child's care. Parents have access to information boards and regular parents' events take place. In addition, newsletters keep parents informed about current interests and activities so that children can continue their learning in the home environment. The staff establish appropriate partnerships with other early years providers, sharing suitable information to support individual children's development and welfare.

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

Children generally separate well from parents and settle quickly because staff work with parents to support this transition. Children build secure relationships with key members of staff and this helps them to develop independence and confidence. Children are familiar with nursery routines and take an active part in being helpers and caring for themselves. They are learning how to play safely and sensibly. Children are forming friendships and engage in shared games and activities. Their behaviour is generally good and they are learning how to cooperate, take turns and negotiate. Children have access to suitable resources, which encourage their acceptance of others.

Children make satisfactory progress in leading healthy lifestyles. They engage in suitable hygiene routines and show varying levels of independence while carrying out personal tasks for themselves. Planned activities, such as yoga or drama, provide daily opportunities for children to participate as a group in physical activity. Children have access to drinks and nutritious snacks of fruit to make healthy choices. Children are encouraged to bring healthy items in their lunch boxes and parents are provided with information on healthy food choices.

Children enjoy coming to nursery and they make choices about what to play. Since there are many conversations taking place in English and Spanish the children can absorb words to widen their vocabulary. However, they lack sufficient opportunities to extend their thoughts because staff are not using open-ended questions. Children have many opportunities to explore mark making with a variety of different materials. Resources to support problem solving, reasoning and numeracy

are challenging and children are engaged in their exploration. However, they are not yet learning to use associated mathematical language while they play or during everyday routines and activities. Children explore technology accessing a variety of resources such as computers and interactive equipment. They enjoy drama sessions when they bring stories to life through action and they use resources imaginatively. Children are making satisfactory progress in their learning and development of future skills.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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