



The Hub Nursery

Inspection report for early years provision

Unique Reference Number EY282800
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Inspector Christine Eglinton

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London, E16 4PZ
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Registered person The Foundations for Learning Partnership Limited
Type of inspection Integrated
Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Hub Nursery is one of four day care provisions run by the Foundations for Learning Partnership Limited. It opened in 2005 and operates from a purpose built single story building. It is situated within a residential area of Canning Town, London E16 and serves the local community. A maximum of 33 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play

area.

There are currently 30 children aged under five years on roll. Of these, three receive funding for early education. The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from playing in a generally clean environment, with clean and well maintained toys. However, staff are not consistently using appropriate cleaning procedures during daily routines, such as cleaning tables before babies and toddlers eat their meals to promote children's health. Effective procedures such as staff consistently wearing disposable gloves, and aprons, during nappy changing, sustain high levels of hygiene and help prevent the spread of infection.

Children follow good routines such as washing their hands before eating and after visiting the toilet. However, lack of explanation from staff means that children do not understand the reason or importance of good personal hygiene.

A suitable ratio of staff hold a current first aid certificate, which enables children to be given appropriate care if there is an accident. Parents give prior written consent to administer medication. This ensures children receive the correct dosage according to their individual needs. Children who are infectious do not attend thus preventing the spread of contagious ailments.

Children benefit from a healthy diet. They enjoy nutritiously balanced meals brought in by outside caterers. Activities such as tasting different fruits on a daily basis, and discussions on why vegetables are good for them during meal times, encourage children to develop healthy eating practices. Staff gather all relevant information regarding diet, cultural, and medical history. This ensures children's individual dietary, cultural, and medical needs are met. However, babies are not being encouraged to feed themselves during meal times to encourage them to become independent.

Children regularly enjoy a range of activities that contribute towards their health. Children negotiate space well when riding cycles in the garden, competently use the skipping ropes, and have lots of fun when they take part in running, and chasing games in the garden. They take great delight in moving their bodies in time to music, and enjoy vigorous exercise for example, exercising to their favourite music tapes. Children's fine motor skills are developing well. They are competent when using a range of small tools when playing with the play dough, such as using rolling pins and cutters. However, children are not being offered sufficient opportunities to encourage them to develop their balance and co-ordination. For instance, by using a range of large play equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a bright and child-friendly environment where displays of children's work, and appropriate posters, adds to the welcoming environment. Children benefit from playing in a well-organised environment which enables them to move around safely and freely. Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Toys and equipment are stored at low levels making it easily accessible which enables children to make choices, and take the initiative during their play and learning.

Toys and resources are carefully selected to ensure they remain safe and suitable for children. Suitable routines and gentle reminders, help children to learn about safety. For example, children learn to take responsibility for keeping themselves safe as they practise the fire evacuation procedure. Staff carry out risk assessments to minimise the hazards and ensure the safety of the children.

Staff have an appropriate understanding of child protection which means they are alert to the signs and symptoms of abuse. However, the lack of procedures if an allegation is made against a member of staff is not in place, and the accessibility of local procedures and contact numbers, presents a risk of children and families not receiving swift and necessary support.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled and are developing warm and caring relationships with the staff and with each other. Children confidently enter the nursery and immediately involve themselves in play. Staff warmly greet children arriving, and children confidently seek support from staff which indicates that good trusting relationships have been built. Children are able to take the initiative in their play and learning for example, they suggest when they want to play their exercise tape, and use wooden blocks imaginatively to make different sounds. This ensures children are interested in the activities available and spend time concentrating on self-chosen activities.

Children take part confidently in all the planned activities, and show a sense of pride in their achievements. For example, they eagerly show staff the buildings they have made out of wooden blocks, which staff acknowledge and duly praise their efforts. This helps children to feel good about themselves, and helps to develop their self-esteem. Children are involved in a broad range of planned activities however, weaknesses in planning, and teaching does not always help to extend children's learning in meaningful ways.

Nursery Education

The quality of teaching and learning is satisfactory.

Children are making satisfactory progress through each of the six key areas of learning. They are encouraged by staff who are caring and have adequate knowledge of the Foundation Stage. Children are engaged and generally enthusiastic when they take part in the activities. There is a suitable balance of adult and child-led activities. However, teaching is not particularly innovative, and there are weaknesses in some areas of learning where opportunities to extend children's thinking are missed for example, by staff asking open-ended questions. Children's progress is observed, however information gathered from these assessments is not being used effectively to plan how children will be supported towards the next stage of their development.

Planning of activities provides children with a suitable range of activities and experiences which generally cover the key areas of learning. However, staff are not always clear about learning intentions, and the evaluation of planned activities is descriptive, which does not show if learning intentions has been achieved. This does not help staff recognise where they have been successful in promoting learning, and where aspects require improvements.

Children speak confidently to peers and adults during their play and their spoken language is developing well. They are encouraged to talk about their home and important people in their lives, which helps them develop a sense of belonging. They are learning new vocabulary such as 'limousine' and 'unicycle' which is influenced by listening to stories about transport. Children have lots of opportunities of developing hand-eye co-ordination, to help them master handwriting skills. For instance, by using sweeping movements when they paint with brushes, and spread glue on paper.

Children are learning to use writing as a means of communication in meaningful ways, for example, when they write a letter to another nursery. However, staff are not encouraging children to link sounds and letters. Children learn to use numbers in everyday situations for instance, when they count how many children are present, They are able to recognise shapes in every day objects such as recognising a square, and circle shape within a compact disc, but are not always encouraged to develop early calculation skills through a wide range of practical experiences.

Children are learning about living things when they examine freshly picked grass and flowers with a magnifying glass, and when they feed the fish. They are learning to use a cassette player correctly, are helped to begin to gain an awareness of culture, and are learning about the beliefs of others when they celebrate a variety of cultural festivals. They are learning about the local environment and natural world when they visit the local park, and library. Children are beginning to build up a wide repertoire of songs, and are able to express their creativity and feelings through using a wide range of different materials and media.

Helping children make a positive contribution

The provision is satisfactory.

Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources, planned activities, and as they celebrate a variety of festivals. Children's social, moral, spiritual and cultural

development is fostered. Appropriate praise and encouragement, and photos of children displayed within the environment, help children to develop a positive sense of their cultural identity.

Appropriate strategies, according to the age and stage of development, help children understand right from wrong. Staff help children to develop good social skills such as sharing, and taking turns during their play. For example, children play together in a large group and take turns building with wooden blocks. Consequently, children's behaviour is generally good, and they play well together.

Partnership with parents who receive nursery education is satisfactory. Parents contribute to an initial assessment of their child which ensures staff have good knowledge of individual needs and achievements. Staff give daily feedback to parents about their child's day, which helps provide children with consistent care between home and nursery.

Parents are given appropriate information about the nursery through the prospectus and newsletters, and regular parent evenings ensure parents are kept informed about children's individual progress and development. However, parents do not receive sufficient information about the Foundation Stage, which should outline what and how children will learn. Consequently, this does not ensure parents understand that play has an important role in developing children's skills for the next stage of learning.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by qualified and experienced staff, who have sound knowledge and understanding of child development. This enables staff to meet children's needs appropriately. The nursery meets the needs of the range of children for whom it provides.

The day is well planned allowing children time for quiet and active play. Staff deployment ensures children are being safely supervised during the day. However, staff deployment is not effective in meeting babies and toddlers individual needs during key times of the day, such as meal and sleep times.

Management actively encourage staff to undertake relevant training, which supports staff in their role and ensures they have the latest and most relevant information available. Information kept about children is relevant and helps to promote their welfare. All required documentation which contributes to children's health, safety and well-being are in place.

Leadership and management of the nursery is satisfactory. Staff are supported by management through regular meetings, and staff receive support from an outside curriculum manager, to help them plan a range of appropriate activities, that are linked to the stepping stones. However, although the manager has started to audit the strengths and weaknesses of the setting, systems to monitor the standard of teaching are not yet fully effective. As a result, teaching is not fully utilising all

learning opportunities within planned activities. Therefore, children are not being given sufficient challenges to ensure they make good progress in all areas of learning.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by the parents, which they must see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve daily cleaning routines to promote children's good health
- increase opportunities to help children learn the importance of good personal hygiene
- obtain relevant contact details of appropriate local child protection agencies in line with the local Area Child Protection Committee procedures, and include details of procedure if an allegation is made against a member of staff or volunteer
- improve staff deployment during important daily routines to ensure young children receive appropriate support and care during key times of the day

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered

person should take account of the following recommendation(s):

- improve planning systems to ensure staff are knowledgeable about learning intentions and demonstrate if learning intentions have been achieved, and ensure assessments of children's progress are being used to inform future planning of activities to support individual learning
- increase opportunities to help children link sounds to letters, and provide more opportunities for children to practise and develop their co-ordination and balance by using appropriate large outdoor equipment
- provide more opportunities for parents to be made aware of the Foundation Stage curriculum to enable them to take an active role in their child's learning at home
- introduce a rigorous system that effectively monitors and evaluates the quality of teaching so that areas for improvement are identified and quickly addressed.

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