



## **CMA Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY314096
<b>Inspection date</b>	26 July 2006
<b>Inspector</b>	Sandra Wickham
<b>Setting Address</b>	26 Lampard Grove, London, N16 6XB
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<b>Registered person</b>	CMA Trust Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

CMA Nursery registered in 2005 and is situated in Stamford Hill, London borough of Hackney. The nursery is run by CMA Trust Ltd. The nursery is for boys only and operates from two classrooms and one large all purpose room with attached toilet and kitchen. The nursery serves the local Jewish Community.

The nursery operates Monday, Tuesday, Wednesday, Thursday and Sunday from 08:45 until 16:45 and on Friday from 08:45 until 12:30. There are currently 49

children on roll aged three to four years and all are in receipt of funding for nursery education. The nursery currently support children with mild learning needs and have a teacher in place, who is Senco trained.

The nursery employs 12 staff; all of whom, including the manager who works with the children, hold a Teaching Diploma.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children learn about the importance of good personal hygiene. They wash their hands before eating and after using the toilet; satisfactory health and safety procedures are in place. However, staff are not always consistent in maintaining good standards of hygiene by encouraging children to dispose of unwanted food in an appropriate manner. Details of all accidents and incidents occurring on the premises are maintained in line with procedures. However, the manager was not aware details of accidents that happen off the premises should be documented, children are well protected because good procedures are in place, and daily dialogue is exchanged with the parents.

Children benefit from a healthy diet. Staff promote healthy eating well by offering children a varied, healthy balanced diet. Children are encouraged to develop an understanding of the effect that eating a healthy diet has on their bodies. Staff discussed with children what was their favourite foods they enjoyed eating. Children are given water throughout the day. Special dietary requirements are complied with and this ensures children remain healthy. For example, children did projects around a healthy body and which foods are good for the body. However, the lunch time routine appeared a little hectic, as children became impatient to have their lunch served by staff; they were not provided with opportunities to serve themselves or pour out their own refreshments.

Children have good opportunities to engage in a variety of physical play experiences; children have good opportunity for daily outdoor play. All children enjoy energetic play in the playground with the fixed gym equipment, climbing, riding bikes and going up and down the slide. Staff encouraged and supported all children to use the slide and climbing frame. Children demonstrated skilful control navigating their bikes around the playground and received praised from the staff.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and secure environment. The space is organised which means that children can move around safely and independently to access available resources, which are positioned appropriately at children's height. Children have regular opportunities to use outside play areas.

Children are protected by good security systems in place for their safe arrival and departure and to protect them from intruders. Children are kept safe whilst moving around the nursery because staff are well deployed and provide children with good supervision. Children are developing a good understanding of fire safety because they have regular opportunities to practise fire evacuation procedures.

Children are well protected by staff who have a clear understanding of how to implement the setting's child protection policies, which are in line with the correct procedures.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children receive good care and are well settled into the nursery. They have good relationships with the staff, who attend to their needs well. They are developing their independence. For example, during outdoor play some children confidently walked up the slide. This makes them feel secure and increases their sense of well-being. They enjoyed playing with the range of resources and respond well when staff read to them.

The recording of observations on children are done regularly and provides detail and identifies the next step of children's developmental progress to enable relevant planning to take place.

Children benefit from positive interaction with staff, there is a balance between adult directed and child led activities. Children are encouraged to freely initiate their own play. Staff are always on hand to support and praise children for achievement.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a good understanding of the Foundation Stage, which enables children to make steady progress towards the early learning goals. There are good systems in place for planning and carrying out observation and assessments on children.

Children are cared for in a generally well organised environment in which a variety of activities are accessible to them. However, on the day of the inspection very limited opportunity was provided for children to access a range of imaginative and creative play resources. Staff did explain that this was an area that was being looked at for development.

Children have good relationships and play harmoniously together; whilst riding bikes in the garden, children took turns. Children are developing a good understanding of right and wrong; throughout the session they behaved well. They respond well when staff intervene to resolve disputes. For example, in the playground when two children argue over a bike, a member of staff commented "have to share & take turns" and encouraged children to play nicely. Children are encouraged to be independent, they choose activities they want to play with and willingly tidy up. However, staff do not encourage children to develop their self-help skills at lunch time. Staff serve children

plated meals and pour the water for them.

Children have good communication skills, they talked confidently in large and small groups. For example, during the afternoon session of questions and answers, about matching shapes and colours, children talked confidently about the various shapes they recognised and where they went to each other and staff. However, regular opportunities for writing are very limited. Staff led the reading session well and encouraged children to participate.

Children are developing a good understanding of mathematical concepts. For example, whilst completing a variety of puzzles children identify numbers up to 10.

Children's reading skills are promoted well, through a resourced book area which is used by the majority of the children attending. When children show an interest in the books staff respond positively by discussing with children the images they are looking at and what the story is about; and encouraging children to finish reading one book before moving onto another.

Children are developing a good understanding of the world around them. They enjoy sharing their experiences and talk about events outside the nursery. For example, one child talked about his new baby brother in his family. They are developing a sense of their community by visiting the farm and bakers. Children are encouraged to develop an understanding of other cultures through discussion and activities.

Children have opportunities to use the tape cassette to listen to songs and stories on a regular basis, when it does not conflict with their beliefs. On the day of inspection there were no information communication technology items available to children because this would have conflicted with the 'Three weeks of mourning.'

### **Helping children make a positive contribution**

The provision is satisfactory.

Children show a sense of belonging when they share their experiences with each other. Children participate in a variety of cultural traditions which helps them to develop a positive attitude and respect for others. Children's self-esteem is fostered well by staff giving them individual attention and encouraging them to be independent.

Children with special needs receive good support from staff because they work effectively with parents. Children are developing a good understanding of what is right and behave well. Children play harmoniously together. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. This ensures that children settle well. Children experience consistent care due to good communication systems between parents and staff. Staff provide parents with written information via a daily diary. However, the complaints procedure lacked detail and did not provide clarity regarding how feedback is provided if a complaint or concern is made. Parents are also given opportunities to attend formal meetings at regular intervals to discuss their

child's progress.

### **Organisation**

The organisation is satisfactory.

There are good recruitment procedures in place which ensure that staff are appropriately vetted. All staff hold appropriate early years qualifications.

Most policies and procedures are in place with the exception of the complaints procedure; which did not provide clarity regarding how feedback would be given if complaint or concern raised.

The manager also discussed change of areas to be used in the coming weeks but had not informed the regulatory body; this is a breach of regulations.

Records on children and staff are securely locked away.

Leadership and management of the nursery is satisfactory. There is a commitment to develop the provision by acknowledging the issues, regarding the organisation of improving opportunities for children to access a wider range of activities and resources, during their everyday routine. Staff have a good knowledge of the Foundation Stage and use this knowledge to plan a range of activities. Overall, the setting meets the needs of the range of children for whom they provide.

### **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 parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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 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):

- develop the complaints procedure to ensure parents are informed of the findings of any action taken, or propose to take as a result of a complaint or concern raised in line with Ofsted regulations
- improve systems to ensure children are provided with regular opportunities to access creative and imaginative activities and resources
- develop the lunch time routine to provide opportunities to enable children to serve themselves and improve systems to encourage children's awareness to dispose of unwanted food appropriately
- develop systems for recording accidents and incidents that may occur to children whilst off the premises
- improve systems to ensure Ofsted are always informed to changes of areas of use in line with meeting Ofsted regulations

### **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):

- ensure the curriculum planning includes all aspects of the early learning goals and is based on what children know and can do. Pay particular regard to opportunities for children to write for a purpose in a meaningful way which is suitable to their age and stage of development; develop their understanding of mathematical calculation in everyday routines especially opportunities to subtract

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