



Mutlu Yuva Happy Nest Day Nursery

Inspection report for early years provision

Unique Reference Number	144540
Inspection date	04 December 2006
Inspector	Vivienne Rose
Setting Address	Fellows Court Family Centre, Weymouth Terrace, London, E2 8LR
Telephone number	020-7739-3193
E-mail	happynestnursery@hotmail.com
Registered person	Mutlu Yuva Nursery (Happy Nest Nursery LTD)
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?

Mutlu Yuva, Happy Nest Nursery was established in 1984. It operates from one room in a one storey building on a residential development. It is situated in The Fellows Community Centre in the London borough of Hackney. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 16.30 term time only. There is access to a secure outdoor play area.

There are currently 10 children aged two to four years on roll. Of these, eight receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around the area. The nursery currently supports children with special education needs and also supports a number of children who speak English as an additional language.

The nursery employs four members of staff. Of these, two of the staff, including the manager, hold appropriate early years qualifications. There is one member of staff who is working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning to be healthy and the staff make sure that the playroom environment is warm, clean and well maintained. Staff generally support children's health and hygiene. However, children are not always encouraged to remember to cover their mouths when they cough to prevent cross infection. Children demonstrate independence when they wash their hands and take themselves to the toilet. They are kept secure and staff record accidents on accident sheets which parents sign as an acknowledgement. There are sufficient trained staff on duty to deal with any accidents that children may have.

Children have a satisfactory balanced diet offered to them which contains chicken, pasta, salami, pancakes and honey. Children's dietary needs are considered and all staff are made aware of these needs. They enjoy healthy fruit snacks. However, the menu although alternated weekly, sometimes contains food which has high sugar content and at these times children are not offered healthy options. Meal times are relaxed and staff sit down with the children and they enjoy each other's company. However, children do not regularly have the opportunity to serve themselves at mealtimes to enable them to develop their independence and choice. The kitchen area is clean and well maintained to promote a satisfactory standard of hygiene. The preparation of food is carried out by a member of the childcare staff. At present there are no procedures in place with which to ensure that the temperatures for the storage and cooking of food are monitored. This means that children are not fully protected.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a clean and well maintained environment. The well organised and attractive layout of toys and equipment means that children can access toys easily. Children's art work is valued by staff and well displayed in the room. Children show high levels of independence and confidence when they access toys from trays and storage in and around the room. Regular risk assessments take place and generally there are appropriate measures in place to safeguard children's safety and well-being.

There is access to a large outdoor space at present but children have limited use of this area as the hill area and slide contain hazards to the children. Regular fire drills are held to ensure that children learn about the procedure and how to keep themselves safe. Staff are careful about children's welfare when they record children's attendance and visitors to the setting which are well documented. However, the attendance records do not contain the arrival and departure times of children.

Children are well protected from possible abuse and neglect. Staff have attended training and demonstrate sound knowledge of the signs and symptoms of abuse. There is a designated child protection officer to support staff should any concerns arise. However, the way that incidents are recorded does not ensure that children's confidentiality is maintained. Parents are not requested to sign an acknowledgement of incidents which occur outside of the setting. This does not fully protect children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children learn because staff have a sound knowledge of the Foundation Stage and the 'Birth to three matters' framework. The setting is organised well to enable children to access a variety of attractive resources and activities. Children's easy access to the toys and equipment enables them to have choice to move from one activity to another which helps them to develop their sense of independence. However, some of the older children lack persistence in completing activities to consolidate their skills. For example, children are encouraged to 'write' a letter to Santa but they become distracted and move away. Staff know the children well which ensures that children are secure and settled in the environment. Children are able to use their home language to communicate their thoughts and feelings to the staff, this provides continuity of care and supports their self-esteem. Most staff question children effectively to enable them to develop their ideas and understanding. However, there are limited opportunities to extend the activities for the older, more able children to provide sufficient challenge.

Nursery Education

The quality of teaching and learning is satisfactory. Staff plan a variety of activities which promote most areas of the Foundation Stage well. Resources are attractively laid out to stimulate the children's interests and enjoyment. Most staff question children effectively to help them to develop their ideas and understanding. For example, the child is asked 'what comes next?' when they are counting bears on the bear line. However, there are limited opportunities for the more able children to be challenged in their play, particularly in the outdoor area.

Children enjoy listening to stories in the book area at group time but rarely handle books in the library area independently for enjoyment. Staff have recently been working with the local authority early year's advisory teacher to develop their record keeping and planning methods as current methods used do not link directly with the stepping stone approach. However, these revised methods have not yet been fully adopted. Staff use photographs and children's work and play to create profiles to help support the record keeping methods. However, not all of these observations are sufficiently evaluated or annotated to give a clear picture of children's progression or to plan their next steps for learning.

Children demonstrate concentration when they sit and listen to the 'three bear's story'. They are confident to choose their own activities and resources. Visual prompts enable children to make decisions about the songs they want to sing when they choose the 'ring o' roses' picture. They make good relationships with each other when they sit together and tell staff members 'she is my friend'. Children show confidence when they go independently to the sinks in the

toilet area to wash their hands after finger painting. They visit the local library to develop their sense of the community in which they live.

Children enjoy listening to stories and contribute their own ideas, for example, of what might happen next to Goldilocks in the 'three bear's story' and can repeat the story line. Good visual prompts are used for the children whose English may not be their first language to identify the rhyme that they want to sing. The clear labelling in the room helps children to develop a sense that words carry meaning. However, there are fewer opportunities for the children to use writing materials for mark making, for example, as they play in the home corner play. Children are encouraged to recognise the first letters of their name on cards, and these are sometimes used at circle time to enable children to begin to understand and become aware of the sounds of the letters.

Children are beginning to learn about size and shape when they use the large floor tiles. They talk about size of the big bear and the little bear in 'three bear's story'. Many children can count to five and above when they count the children at the lunch table. Children learn about positional language when they discuss about being behind, below and above. Children are beginning to show an interest in the world around them they plant and grow tomatoes in the garden area; they look at insects and talk about their habitat. They explore elements of wind and the environment when they use windmills in the garden. They construct using split pins to show how the bear moves. Children are beginning to learn about simple technology when they use the computer, mix the ingredients for cakes and use disposable cameras to take pictures of each other.

Children have regular access to the outdoor play in the large garden area; they pedal bicycles and kick balls to develop their large physical skills. However, opportunities to climb and to balance are limited at present due to hazards in this area. Children learn the simple techniques of threading and they use tools such as cutlery confidently when they butter the bread at snack time. They are able to put on their own shoes with support from the adults. They use pencils, pour and fill containers and use the computer mouse to develop hand and eye control.

The children enjoy their creative activities as there is well organised creative area. Children use a variety of re-cycled materials to make friezes and pictures to develop their sensory skills and ideas. These include painting, collage and printing activities to encourage their interests in shape, colour and form, for example, wax painting, chalks, finger painting, crayons and junk play. There are regular opportunities for the children to listen to stories, access music and to dance. Children enjoy role play, they dress up, use the 'Walkie Talkie' phones and have fun with the adults who help them to learn new skills, for example, learning that you must press the button to talk or hear the person at the other end of the phone.

Helping children make a positive contribution

The provision is satisfactory.

Children are highly valued as individuals. There are effective procedures in place to care for children with special needs and the individual needs of these children are well met through individual learning plans. Parents and carers are consulted and the advice of the local authority special needs co-ordinator is used effectively. Staff plan and monitor children's progress well.

Children have good opportunities to celebrate festivals. Some of the children attending are bi-lingual and staff communicate with them in their mother tongue to ensure they feel secure and settled in the environment. Children can access a range of resources that show positive images of culture, religion and disability. Dual language on displays in the room supports children's well-being. Children's social, moral, spiritual, and cultural development is fostered.

Children generally relate well to each other and to staff they are helpful and co-operative. They help staff happily at tidying up times and enjoy tasks such as getting the table ready for lunch. Children learn that they are praised for behaving well and most staff satisfactorily reinforce this. The setting has adopted a behaviour 'apple tree' system to support children to develop an understanding and to reflect on their own behaviour. However, inconsistency in staff's management of children and their expectations means that children do not always know what is expected of them. For example, staff are inconsistent in their requests and encouragement to children to say 'please' and 'thank you' or to wait their turn when they ask for things.

Partnership with parents and carers is satisfactory. Children benefit from the setting's satisfactory partnership with parents and the staff know the parents well. Daily feedback to parents and discussion with staff supports continuity of care for the children. They receive regular information in newsletters and they meet with the key workers three times a year to discuss the progress of their child. However, limited information is requested on entry to the setting on children's starting points for development. Parents of the funded children are given clear written information about the Foundation Stage and the early learning goals. The method for recording parental complaints and the availability of this procedure needs to be updated in line with new legislation.

Organisation

The organisation is satisfactory.

Children are happy and settled at the nursery. They share good relationships with staff that have been thoroughly vetted for their suitability to work with children. There is a suitably experienced qualified manager and co-ordinator in place. However, there is no suitably qualified deputy or staff member to oversee practice in the manager's absence. Staff have a satisfactory understanding of health and safety and managers are aware that the outdoor area is in need of refurbishment to ensure the safety of children. However, this area is still being used by the children and hazards, although identified, have not been addressed. This means that children are not fully protected. Staff use a framework for recording children's development which presently does not fully reflect the stepping stones for children's learning and achievement. As a result the provision for some aspects of children's play and learning are not being provided well.

The leadership and management are satisfactory. Children are generally busy and learning; they are confident and relate well to the staff and the staff team work well together. However, there are weaknesses in the present methods used for planning and evaluating the next steps for children. The manager has identified what needs to be developed and staff are working towards adopting a new method, however, this is yet to be fully implemented. Children's health and individual needs are well met by the group records which are kept confidentially to maintain children's privacy.

There are good systems in place to encourage discussion and communication and regular staff meetings are held. The induction of new staff ensures that staff are clear about their role and this is backed up by clear written information about daily routines and how to do things, such as how they can get the most from the activities provided. There is no formal staff appraisal in place to monitor the consistency of the quality of teaching. However, staff do discuss training needs at staff meetings, which is supported by the management. The setting is seeking the support of the local authority early years to develop their observation and planning methods.

Most of the required documentation is in place to safeguard the children's welfare. However, the recording of incidents, food storage and preparation details, complaints and children's arrival and departure times are in need of updating. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting agreed to carry out the following actions: ensure that records show when staff and visitors are present; develop an action plan to ensure that 50% of staff hold a relevant childcare qualification; develop staff's awareness and understanding of effective ways in which to manage children's behaviour.

Children are effectively safeguarded as there is now an effective system in place to record staff attendance and visitors to the setting. Staff have developed a monitoring system for children's behaviour management and this has increased staff's awareness of the importance of consistency and praise. However, staff are yet to ensure that children's behaviour is managed consistently. As a result they do not always know what is expected of them at group times and how to be polite to others when making requests or when taking turns. The setting is yet to fulfil the requirements ensure that there is qualified deputy on site should the manager or co-ordinator be unable to attend or be off site.

At the last inspection the provider agreed to carry out the following recommendation: ensure that staff offer consistent opportunities for the children to develop their self help skills; encourage developing independence especially at lunchtimes.

The setting is yet to fully achieve this recommendation. Children are offered choices by staff at lunch and snack time when they are asked what they want to eat. There are many opportunities within the group offered to children throughout the day to promote independence and choice, for example, choosing resources and activities independently. However, children still have limited opportunities to serve themselves at mealtimes.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure the outdoor area is made safe for children and does not contain hazards.
- ensure that incidents are recorded effectively to maintain confidentiality; parents sign an acknowledgment of any incidents
- ensure that the records of children's attendance contain their arrival and departure times
- make sure that the person preparing food for the children develops their knowledge of appropriate food preparation procedures; holds the appropriate basic hygiene certificate
- put in place an action plan to ensure that there is suitably qualified staff member to deputise in the absence of the manager.

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):

- implement the methods for observing, recording and planning the next steps for children's development to ensure that planning is based on what the children know and can do, and provides challenging activities across all aspects of each learning area.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk