



The Nest

Inspection report for early years provision

Unique Reference Number	144059
Inspection date	26 February 2007
Inspector	Lorna Lorraine Hall
Setting Address	50 Knatchbull Road, London, SE5 9QY
Telephone number	0207-978-9158
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Registered person	The Nest Community Pre-School
Type of inspection	Integrated
Type of care	Sessional 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 good.

WHAT SORT OF SETTING IS IT?

The Nest Pre-School is a non-profit making, parent run organisation that has been opened since 1993. It operates in what was the caretakers flat on the ground floor of a community Hall. The Pre-school has its own independent entrance. A maximum of 20 children may attend the Pre-school at any one time. The Pre-school is open each weekday from 9.30-12.15 and two afternoon sessions on Tuesday and Thursdays 12.15pm-15.00 in term time only. All children share access to a secure enclosed outdoor play area.

There are currently 17 children on roll. Of these 11 receive funding for early education. The Pre-school supports some children who speak English as an additional language.

The Pre-school employs three members of staff. Of these two hold an appropriate early years qualification and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn to understand personal care through effective hygiene practices that are consistently carried out. For example, they wipe their noses, and put the tissues into the bin, and wash their hands with soap after using the toilet and before handling food.

Staff are positive role models and ensures that tables are hygienically maintained. Children's health is promoted because parents are made aware that children must not attend if they are unwell. Staff working with the children have up to date first aid training and are present at every session. Parents have given written permission for staff to seek emergency medical treatment or advice in their absence.

There are many opportunities for children to develop their physical skills, as they have access to a well equipped outside play area, which they can enjoy on a daily basis. Staff ensures they are suitably clothed to enjoy being in the fresh air whatever the weather. Indoors they move gracefully pretending to imitate the actions of animals. For example, they jump and wave their arms like a bird. They show good co-ordination when walking on thin beams and skilfully ride bikes. Children notice how their body's work, for example, they take deep breaths after strenuous exercise.

Stringent measures are in place to protect children from harmful sunrays. For example, parents are asked to provide sun cream during hot weather.

Children enjoy healthy snacks of fresh fruit, plain biscuits and fruit juice. They learn about healthy eating through discussion and cooking activities. However, they do not have access to fresh drinking water during the session. This compromises the children's health. Parents provide a pack lunch for their children. They are also asked to provide information to ensure individual dietary needs are met. A microwave is available to heat lunches.

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. Their artwork is attractively displayed thus creating an inviting atmosphere. All the children benefit from playing in a well-organised environment, which allows them to move around safely and freely to access resources. For example, they build train tracks on the floor and used large wooden blocks to make complex models.

All the children have access to a good selection of quality age appropriate learning resources, suitable to sustain their interest for a long time. Toys are clearly labelled with text or pictures and children can see at a glance what is available. Areas of learning are easily identified and well resourced to promote learning.

Risks to the children are minimised because staff are diligent and ensure areas are safe. They do this by using a comprehensive safety checklist covering all areas of the premises. Children

demonstrate a sound understanding of safety. For example, they mop up spills and push their chairs under the table during snack times. Although, the stair gate to the kitchen is often open they do not enter the kitchen.

The lack of electric socket safety covers, no battery in the smoke alarm and missing information in the fire evacuation procedures compromises the children's safety.

Arrangements are in place to transport children safely and as an extra safety measure, parents are encouraged to accompany their children on outings. Staff have a sound understanding of health and safety for the environment in which they work and generally ensure the building is well maintained and safe for children.

Effective systems are in place for managing access to the premises; an intercom is installed.

Children are well protected from possible signs of abuse or neglect because staff are clear about their role to protect children. They have access to appropriate documentation to support their practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy in the Pre-school environment because they are warmly welcomed and their parents build good relationship with staff. Their individual learning needs are successfully met through well-planned activities appropriate to their stage and age of development.

Children are cared for by staff that know them well and use that knowledge to plan and deliver a good range of play experiences. For example, children use a range of objects to build high towers and take great delight in knocking them down. Staff are familiar with the Birth to three matters framework but do not use it to chart the children's progress. Children are able to make choices and decisions about what and whom they will play with. They spend a good part of the session playing with their friends.

Playing with natural materials such as sand and clay provides good opportunities for them to use their senses to interpret their experiences. Children benefit from the undivided attention of staff that talk to them and focuses on their needs throughout the session.

Nursery Education

The quality of teaching and learning is good. Staff are sensitive to the needs of the children and deliver a good range learning experiences. Therefore, children make good progress because teaching methods focuses on the interest of the children. Staff makes good use of observation and assessments to inform planning. They are skilful in asking questions to extend the children's imagination and vocabulary. Staff are energetic and passionate about learning thus creating a rich learning environment indoor and outdoor.

Areas of learning and easily recognised and well resourced to support learning.

Children build good relationships with staff and each other. They are interested and motivated to learn and show persistence at chosen activities. They are sensitive to the needs of others, and explore ways to ensure the needs of the younger children are met especially during snack time. Snack time provides good opportunities for them to demonstrate their independence as they pour drinks for themselves and others. Children are confident, and demonstrate leadership qualities, and engage in long conversations with adults in an attempt to get their own way.

Children competently take care of their needs such as dressing and personal hygiene.

Children speak clearly and audibly with confidence they hold lengthy conversations to satisfy their curiosity. For example, children enquire about the inspector's role and talk about the activities they enjoy. They enjoy listening to stories and wait with excitement for the opportunity to join in. Staff use good teaching techniques to ensure they extend their vocabulary. For example, when they ask for help staff ask them what they want help with. They know that print carries meaning and have individual writing books to practice their writing skills. Regular visits to the library and the celebration of book week, serves to further promote their language development.

Children learn much about the world around them through their senses. They play listening games and follow instructions accordingly, they use different size sticks to create different tones on musical instruments. They closely observe and nature indoor and outdoor plants and use their produce as ingredients for cooking.

Their understanding of information technology is enhanced through structured lessons from an external tutor. They have good mouse control and confidently use telephones and calculators during role play.

There are many opportunities for them to use a wide selection of natural and manufactured materials to make and construct.

Visitors to the nursery, outings to the museum and involvement in community events promotes the children's understanding about the wider community.

Helping children make a positive contribution

The provision is good.

Children benefit from activities and resources which, help them to learn about other cultures. They use recycled resources to make dragons to celebrate Chinese New. Children feel secure because staff speak to them in their home language and there are lots of written text in other languages on display around the Pre-school. Home visits provide good opportunities for staff to provide continuity of care. All the children have equal access to resources to maximise their learning.

None of the children on roll at present have identified learning difficulties. However, staff have developed good links with outside agencies to support them in their work. Children's behaviour is well managed and they work harmoniously together. Their confidence and self-esteem is

natured well in the setting. They respond positively to staff's good use of praise and encouragement.

The partnership with parents and carers is good. Parents receive good information about the Pre-school, policies and procedures through newsletters and the Pre-school's prospectus. Parents are invited to attend parents evening at the end of the term during which they can discuss their children's progress. They are welcomed into the Pre-school and enjoy a good relationship with staff. Parents are very supportive and accompany children and staff on trips. However, if parents are unable to attend the planned parents evening there are no systems in place to ensure they have an opportunity to discuss their children's progress and the information they receive about the foundation stage curriculum.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children benefit from qualified and experienced staff that are very caring. Staff work well together and are generally effectively deployed. Although children benefit from indoor and outdoor play several times throughout the session. Staff are not always vigilant in ensuring they supervise all the classroom.

The organisation of the day enables all the children to access structured and free play several times throughout the session. Staff shows a clear sense of purpose and a commitment to ensure all the children have opportunity to enjoy learning through play.

There are effective recruitment and vetting procedures in place to protect the children. For example, parents cover staff absences.

Clear policies and procedures are in place to support staff in their work and to promote the children's health and safety, enjoyment, achievement and ability to make a positive contribution. However, the complaint procedures lack important information.

Leadership and management are satisfactory. Staff fully understand their roles and responsibilities in developing children's learning. The manger has identified weaknesses and is in the process of putting systems in place to address weakness to secure better outcomes for the children. The nursery has developed strong links with the relevant agencies to support staff in their work.

The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection three matters were identified that required improvement. Staff agreed to seek written permission from parents for the seeking of emergency medical treatment or advice and to keep a record of visitors. They also agreed to display the fire evacuation procedures. Good progress has been made in addressing the first two recommendations to secure good outcomes for children. However, although the fire evacuation procedures are

displayed it does not show the meeting point. Therefore, it is included in the new recommendation for health and safety.

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 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.

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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):

- ensure drinking water is available to children at all times
- review the health and safety of the building to address the hazards identified
- update compliant procedures in line with 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):

- develop systems to ensure parents understand the curriculum for the foundation stage

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