

# Weavers Fields Community Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY338319
<b>Inspection date</b>	26 June 2007
<b>Inspector</b>	Rosemary Coburn
<b>Setting Address</b>	Weavers Community Space, Kelsey Street, LONDON, E2 6HD
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<b>Registered person</b>	Early Years Network Tower Hamlets
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Weavers Fields Community Nursery is run by the Early Years Network, Tower Hamlets. It opened in 2007 and operates from a purpose-built building. It is situated on a large residential area in Bethnal Green within the London Borough of Tower Hamlets. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area, as most of their parents travel in to work or live around the residential area. The nursery currently supports children with special educational needs, and also supports children who speak English as an additional language. The nursery employs 5 staff and a part time teacher. All staff, including the manager hold appropriate early years qualifications.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children are taught to understand the importance of keeping healthy and good personal hygiene. For example the toilet area is kept clean and photos of children washing their hands are suitably

displayed above the sinks. Staff explain the importance of hand washing and brushing their teeth after messy play, before eating meals and after eating meals. There are three members of staff who hold first aid certificates. First aid boxes are clearly, identifiable, suitably stocked and easily accessible to staff who are able to administer first aid in the event of an accident. However, all information regarding accidents is not consistently signed by parents and staff. This means that appropriate measures in relation to children's good health is not fully supported.

Children can help themselves to a drink whenever they need one. Meals cooked on the premises are healthy and nutritious and all relevant information regarding allergies is readily available. However, menu planning does not adequately take into account children's individual cultural or religious requirements. Staff eat their meals while talking and interacting well with children. For example, a two year old child talked with a member of staff about travelling on the train over the weekend. This means that children are given opportunities to share their thoughts with other children and adults.

Staff use the Birth to three framework to support children's learning and development and staff treat mealtimes as an opportunity to help children enjoy their food and become independent in feeding themselves. However, children's independence is not fully promoted as staff do not consistently provide opportunities for children to make choices.

Children move around the setting confidently selecting their own learning and play experiences. For example, while a member of staff interacted with small group of children she asked "can you smell the toast"? Two of the older children then got up from the play dough activity and began to walk toward the bathroom. Two other children aged 18 months and two years old also got up from the activity and headed toward the bathroom. The member of staff then affirmed what they were going to do by saying "shall we wash our hands before tea"? This means that children are encouraged by staff that value their efforts, and offer flexible routines which support their growing independence.

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

The provision is satisfactory.

Children benefit from playing in a purpose built, spacious, and well organised environment. This allows them to move around independently and play safely. Children have easy and safe access to a good range of toys and resources which are stimulating, enjoyable, challenging and appropriate for their age. Children are closely supervised when playing outdoors. It is fully enclosed and the area is checked before children play. The large climbing frame is secure, well maintained and is suitable for children's use.

Children benefit from playing in an environment where appliances conform to safety requirements and regular fire evacuation procedures help children learn how to leave the premises quickly and safely. However, the arrangements for serving meals at lunch time sometimes includes the cooking pots being placed on the children's dining table and then left unattended within easy reach of young children. This means that staff are inconsistent in ensuring that suitable precautions are taken to reduce or minimize the risk of hazards to children.

Staff are aware of current information regarding child protection which ensures they act in the best interest of children. The Nursery Manager has a suitable understanding about her own responsibilities for dealing with allegations made against staff. She is knowledgeable about the different types of abuse and is able to promptly recognise concerns and report information

to the Child Protection team when a child is in need of immediate protection. This safeguards and promotes children's welfare.

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

The provision is good.

Children benefit from good quality stimulating toys and play experiences which provide both balance and challenge. For example, two children both aged 2 years old chose to engage in making play dough. They each used a large wooden spoon to mix the flour, oil and water which they later began to roll and kneed with their hands. This means that children are developing physical skills including control of the way they handle tools and equipment.

Staff make regular observations and record achievements in children's profiles. This helps staff plan for each child to ensure their learning and developmental needs are met. For example, a member of staff read a story to a child aged 18 months old while he sat on her knee. One child aged two years and another aged three years old stood near by the adult and young child while mixed play dough. The 18 month old pointed to the dough and said "I mix it". The three year old replied "I'm mixing and that's enough". The 18 month old continued to listen to the story but then went over to the play dough activity. The three year old said to him "do you want to play with me?". The two year old then walked over to another table, sat down next to a member of staff, picked up a coloured pen then began to draw around some stencils. This means that children engage in activities requiring hand-eye co-ordination. In additions to this, children show curiosity and are willing to separate from their main carer in order to enjoy activities that are stimulating and well balanced for all ages.

Staff use the Birth to three framework to ensure that activities for children and babies under three are appropriate. Children's confidence and independence is encouraged through activities such as art and craft. For example an 18 month old pulled out a chair and said to an adult visitor "sit down". He then picked up some scissors with his thumb and forefinger and said "cut". While the visitor cut out pieces of paper for the child he then went to a basket and took out a tube of glue, gave it to the visitor and said "glue, cut paper". The young boy then went to another basket and sat down with a piece of soft woollen material in his hand and said "it blanket". This means that children feel secure within the setting and supports them in becoming skilful communicators as they talk with visitors about what they see, hear, think and feel.

Staff provide a well balanced range of activities that allow children to be involved in quiet and active play both indoors and out, and staff deployment is suitable. For example, a group of four children aged 18 months to three years were outside in the garden washing the dolls. A member of staff said to one of the children "where's the sponge?" and "yes, you like this don't you". This means that staff do not ask open ended questions that encourage independent thought sufficiently.

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

The provision is satisfactory.

Children benefit from an equal opportunities policy which is clear. Children are carefully assessed and all staff are aware of the aims for each child so they can support individuals in learning. All children can access all activities and there are sufficient resources that reflect positive images of all aspects of society. Staff are good role models helping children learn to acknowledge and accept differences. This means that children learn the importance of showing respect for all.

Children behave well and benefit from lots of praise and encouragement. All relevant information is gathered on the registration form to ensure children are cared for according to parent's wishes. Information is provided for parents about activities through newsletters and displays. Regular feedback from Key workers are available and parents are able to access written records about their children at any time.

Children are encouraged to feel valued and important by staff that interact effectively and offer close comfort and care to them when they tell and read stories. Children are encouraged to bring things from home to carry, suck or play with because adults recognise and understand that this may help young children move between home and a new setting.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Good staff interaction and organisation helps develop children's awareness of safety within the setting. The operational plan is clear and works well in practice. It covers all aspects of how the setting runs. All policies and procedures are in place and readily available to staff. Appropriate procedures are in place for safeguarding children. This promotes children's welfare.

Play areas are well laid out and staff show a clear understanding of their role in supporting the children in their play and learning. Good staffing ratio's are maintained and staff work directly with children at all times. Registration systems clearly show when children and staff are present at all times. Children are well grouped and the key worker system ensures appropriate support and care throughout the session.

All mandatory records are in place, well maintained, confidential and secure. All children are encouraged to develop their confidence to try new things because practitioners effectively support them by providing suitable and challenging experiences.

## **Improvements since the last inspection**

### **Complaints since the last inspection**

Since registration 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

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.

### 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 that all information regarding accidents is signed by parents and staff at all times
- ensure that menus take into account children's individual cultural or religious requirements

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](http://www.ofsted.gov.uk)