

# Round Chapel Families Project (Nursery)

Inspection report for early years provision

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**Unique Reference Number** 144640

**Inspection date** 20 September 2007

**Inspector** Asia Islam

**Setting Address** Round Chapel, Old School Rooms, Powerscroft Road, London, E5 0PU

**Telephone number** 020-8533-7714

**E-mail**

**Registered person** Round Chapel Families Project

**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](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 good. 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?

Round Chapel Nursery was established in 2000 and is run by a management committee. It operates from the basement hall of the church, which is located in the Lower Clapton area of the London borough of Hackney. Children have access to a hall, toilets and an enclosed garden area for outside play. The ground floor meeting room and the first floor hall are occasionally accessible.

The nursery is registered to care for a maximum of 18 children under eight years. There are currently 24 children aged from two years to under five years on roll. Of these, there are eight children in receipt of the nursery education funding. The nursery opens from 08.30 to 13.30 every weekday for 48 weeks a year. One day a week the session is extended in the afternoon for yoga only, which operates from 13.45 to 15.00.

There are three members of staff who work closely with the children. This includes the manager, they all have relevant qualifications in childcare.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children wash their hands at the appropriate times to learn about hygiene practice. They play in an environment that is clean and well maintained. Older children confidently use the toilets and they independently access the paper hand towels for drying. Younger children are supported by the staff team.

Children's health records are recorded to support their welfare effectively. The accident, medication and illness procedures are clearly adopted by the staff team. They are aware of children's individual health needs. Parents' permission to seek emergency medical treatment and advice are obtained. A staff member holds a valid first aid certificate and there is a well stocked first aid box.

Children are developing healthy eating habits because the nursery provides them with nutritious food, which consist of fruits, vegetables, cereals and toasts for breakfast and snack. Water, milk and fruit juice are offered to them during snack times but these are not easily accessible throughout the session to help promote their self help skills. Children's parents provide packed lunch. They all sit together and say a prayer before they start to eat. Staff sit with them and offer them support.

Children have access to the outdoor play area in the church grounds and the local parks for their daily exercise and fresh air needs. One day a week they have extra curriculum in the afternoon, which includes yoga.

Children are taken out to the local parks to engage in challenging physical activities. For example, they have access to swings, slides and climbing frame. Indoors, they have access to steps, a tunnel, hoops and a climbing frame which is set out when the weather is not so good for outdoor play.

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

The provision is satisfactory.

Children are cared for in an environment that is mostly safe and secure. For example, the unused electrical sockets in the play hall are not fitted with safety devices, which means these are not included in the regular risk assessment carried out by the staff team to reduce risks. Staff practise fire drills with the children on a regular interval to support their understanding. Displays of their artwork and child orientated posters make the hall very warm and welcoming. Although the staff are currently in the process of taking down previous term artworks and displays. Children's toys and equipment are in good condition and safe for their play. Staff have a clear understanding of the procedures to follow in the event of any child protection issues and they are therefore well equipped to protect and safeguard children from neglect and abuse.

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

The provision is good.

Children are busy and involved in a wide range of activities. These are organised well to support their free movement and flow from one activity to another. They arrive eagerly in the morning and settle down quickly. New and younger children are supported gently to settle in. Children

enjoy their time at the nursery and engage readily with their peers and the staff team. Children have frequent opportunities to express their creativity through messy play. For example, there is play dough, finger painting, chalk and painting on the easel. They communicate well with their peers and the staff team as they readily talk about their activities, favourite books and fruits. Children listen intently to stories, particularly when staff make good use of props and actions to bring the story to life.

## **Nursery Education**

The quality of teaching and learning is good. Staff have a secure understanding about the Foundation Stage Curriculum. They ensure children are supported to progress along the stepping stone towards the early learning goals. Children confidently talk about their interests with peers and staff. They talk about the past and present. For example, they talk about the weekend and the visits to the fair. Staff show interest in their discussions and asks questions to make them think. They are learning to recognise shapes and colours. Children's resources are labelled; letters and numbers are displayed across the hall to support their early reading. Although not all three and four year olds recognise the written number four, they can count up to 10 in group activities. This is because the staff are not linking the written numbers so well within children's learning, although they encourage them to count during singing and through other practical activities. Language, such as more, small, big and tall are shared with them. However, children do not have much opportunity to extend their learning about calculations. They are involved in imaginative and creative play with a variety of resources. For example, they construct bridges and railway lines with planks of wood in the construction area and role play meal times in the home area. They sing songs and sound out the letters of the alphabet with staff support. Children are beginning to form the letters of their first names and are learning to recognise their names on the plate mats. They confidently operate simple equipment, such as the toaster and cash till. These help them to understand about the use of everyday programmable toys. A recording system is in place for children's assessment and planning but these do not clearly show how the children have progressed over a period of time because the link to the stepping stones are not so clear. Most of the observation notes for children do not include the next step in their learning. This indicates a weakness in the recording.

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

The provision is good.

Children are learning about the wider community through regular visits to the local museum and from access to a wide range of resources that are available within the nursery. For example, musical instruments are available from different countries. Children with learning difficulties and disabilities are welcome at the nursery. Children relate and play well together within their peer groups and with the staff. Partnership with parents are well developed as the children and their parents are already attending other sessions within the centre. The group operates an effective settling in procedure, which is dependant on the child's need. All the necessary information about the children are obtained at the start of the placement. Daily verbal exchange of information takes place between the staff and the parents thereafter to ensure children's needs are met. Feedback from parents is obtained regularly by the group to ensure services are always improved. Parents' comments are positive about the staff team and the services offered. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of the children who receive nursery education funding is satisfactory. Parents are given verbal information about the Foundation Stage and it is also displayed on the notice board. Planning of children's activities and their assessment records

are available for parents to access any time as the group operates an open door policy. Although no formal meetings are held to discuss children's assessment and progress, daily verbal discussions take place with the parents about their attainments. A formal report is only completed when the children leave to go to school.

## **Organisation**

The organisation is good.

Children benefit from care from a staff team that are flexible and accommodating. Staff have a secure understanding about child development and play. They encourage children's development through both free and structured play. They have a calm and warm approach towards them, which helps to make them feel at ease. However, there is some weakness in their safety procedure. All the required paperwork is in place to promote children's welfare. The adult child ratio is maintained. Volunteer helpers are available to support children when going out to the local parks. Staff and volunteers are vetted for their suitability to work with the children. The provision meets the needs of the range of children for whom it provides.

Leadership and management of the nursery education is good. Regular planning meetings are held to ensure children's individual needs are included within the general activity planning to support their progress. However, staff's delivery of the Foundation Stage is not effectively monitored. Also the system for recording children's progress does not clearly show the links to the stepping stones towards early learning goals. Staff's yearly appraisals are in place and they have access to regular training opportunities to develop their practices.

## **Improvements since the last inspection**

Since the last care inspection the group has developed the procedures for dealing with any allegations of abuse made against staff and parents information now includes the child protection policy. This ensures children's protection in accordance with the Local Safeguarding Children Board.

Since the last nursery education inspection the group has increased opportunities for parents involvement in the assessment of their children's learning through daily discussions and the social meetings, which are held three times a year. The group has also increased opportunities for children to become familiar with the use of information technology through occasional access to stories via the computer in the manager's office, which contributes towards their learning about technology.

## **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

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The quality and standards of the nursery education are good.

### 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 the risk assessments and ensure it includes the unused electrical sockets to effectively reduce any risk

#### 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 opportunities for the children to make links with the written numbers and practise calculation skills
- continue to increase parents wider involvement in the assessment of their children's learning
- further develop systems to monitor the delivery of 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](http://www.ofsted.gov.uk)