

# One World Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY259037
<b>Inspection date</b>	19 March 2008
<b>Inspector</b>	Liz Corr
<b>Setting Address</b>	Hackney Community College, Falkirk Street, London, N1 6HQ
<b>Telephone number</b>	02076139076
<b>E-mail</b>	
<b>Registered person</b>	The Corporation of Hackney Community College
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Crèche

## 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

One World Nursery is managed by Hackney Community College and opened in 2002. It operates from purpose built premises situated on two floors within the college campus. Out door play areas are also available. The nursery serves staff and students from the college. They open each week day from 08:00 to 18:00 all year round, excluding bank holidays. The college also has a registered crèche on the premises.

There are currently 130 children on roll which includes children using full and part time places. Of these, 51 receive nursery education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 30 staff most of whom hold appropriate early years qualifications. The setting receives support from the Learning Trust in Hackney.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in clean and hygienic premises. Staff practise a range of effective procedures to promote their health during nappy changing and hand washing. Children are learning the importance of personal hygiene as they are regularly helped to wash their hands. There are generally good hand washing facilities available including, liquid soap and individual paper towels. However, some children share hand towels which increases the risk of cross infection.

Children's health and well being is protected by a clear sickness procedure which is shared both verbally and in writing with parents. Appropriate systems are in place for the administration of medication and parents have provided permission in case, a child needs emergency medical advice or treatment. Accidents are well recorded and signed by parents. All staff are first aid trained. Consequently, children are well cared for if they become ill or have an accident.

Children are provided with a selection of snacks and cooked meals each day. They benefit from the nursery's commitment to promoting healthy eating which is being carried out in partnership with parents. Children are provided with fresh fruit each day and have access to drinking water throughout the day when they are thirsty.

Children are involved in regular outdoor exercise which contributes to their good health and physical development. The outdoor area is organised to provide separate play spaces for the different age groups. Staff ensure that babies and toddlers enjoy outdoor play. They are provided with activities to develop their small and large motor skills as they, play with sand, water, peddle, run and balance.

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

The provision is good.

Children are provided with a welcoming environment, the setting is bright with attractive posters and displays of children's work. The indoor and outdoor space is organised effectively and children are able to access the toys and equipment from low storage units. The premises are regularly risk assessed which helps to create an environment where children can explore and take risks while being appropriately supervised. However, in one room the door leading onto the hall is sometimes left open and access to the hand basin in the under two's room has not been securely risk assessed. This poses a risk to children's safety.

Children are protected from strangers by monitoring access to the building. Parents and visitors can only gain entry when they have been securely identified. The attendance of staff, children and visitors are well recorded including, times of arrival and departure. Regular emergency evacuations take place. This ensures that staff know the procedure well and children are learning how to keep themselves safe.

Children are safeguarded from abuse and neglect as staff have a sound knowledge of child protection issues. The procedures are regularly updated and are in line with the Safeguarding Board guidelines. However, the procedure for reporting allegations against staff does not contain details of the regulator.

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

The provision is good.

Children benefit from an effective settling-in period which is carried out in partnership with parents. Children are allocated a key worker which helps promote a sense of security before they separate from their parents. A new child enjoys sitting with a member of staff who sings to them adding their name to the song which, helps to develop their relationship and make the child feel special. Younger children benefit from the availability of natural play materials to stimulate their different senses and encourage them to explore. They enjoy outdoor play sessions where staff are fully involved with them and provide support as they ride trikes and play with water and sand. Babies sit comfortably with staff on soft mats and are able to practise physical skills as they crawl and stand with support. They enjoy mark making as they experiment with paints and brushes. They become fully involved in a dough activity, as staff add water to the flour they explore the different textures as it becomes more sticky. They respond excitedly to familiar songs as staff enthusiastically sing action songs such as, 'here we go around the mulberry bush'.

### **Nursery Education**

The overall quality of teaching and learning is satisfactory. Staff have received appropriate training and are allocated time to plan and assess children's learning. Systems for recording children's progress for the early learning goals are in place and regular reports are provided for parents. However, the system for maintaining observations and evidence of children's achievements are not fully organised. Children benefit from some sound teaching methods for example, as staff explain how they to play dominoes by matching and counting the dots. However, opportunities for spontaneous learning are not a consistent practise for all children. At lunch time one group are told to sit quietly and are discouraged from talking. Staff do not engage them in conversations about their meal or chat about their morning. Consequently, children become restless and fidgety and their behaviour deteriorates.

Children are making positive progress in their personal, social and emotional development. They are interested in their chosen activities as they play imaginatively in the well resourced home corner. They access a good selection of bags as they happily dress up. They pretend to buy food from a shop as one child plays the shop keeper using a cash register. Other children show staff their purchases including, pizza and rice cakes. This also promotes their creative development. They have some opportunities for increasing their independence as they serve themselves during lunch and snack. However, this is not a consistent practise for all children. A group spend too long waiting for their lunch to be organised and have no opportunities to make choices or serve themselves. Consequently, they become restless.

Children are making progress in developing their communication, language and literacy. They enjoy practising early writing skills as they independently draw around stencils or write their names. They check their names on their personal trays as a guide. They are interested in the names of visitors as they look at their names on their identity badges. Children help themselves to the good selection of books and respond positively to familiar songs. However, staff do not always take the opportunity to develop children's vocabulary, thinking and understanding by the use of skilful questioning.

Children are provided with organised activities to explore numbers, shape and space, during a domino game they learn to match colours and numbers. They are increasing their confidence with numbers as they spontaneously count up to twelve during their play. They are exploring

and investigating their environment as they access a range of programmable equipment including a computer, cash register and telephones. They enjoy constructing using a wide range of resources. A group of children become immersed in their play as they make rockets and 'thunder ships' from stickle bricks. Children have regular opportunities to develop their fine motor skills as they draw around stencils and practise writing with pencils. Further opportunities include, dressing and undressing independently using items from the dressing up clothes.

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

The provision is good.

Children's individual needs are well recorded and known to staff which helps ensure they receive appropriate care. Parents of children who speak English as an additional language are asked to provide a list of key words in their home language. This helps the children feel settled and secure. Children access a wide range of play equipment and resources which help promote a positive image of themselves and the wider world. Opportunities are provided to celebrate religious and cultural festivals such as Eid and Black History Month. This inclusive atmosphere promotes children's understanding of diversity. Consequently, their spiritual, moral, social and cultural development is fostered.

There are efficient systems in place to identify and support children with learning difficulties and/or disabilities. Children are cared for by staff who are committed to working in partnership with parents, families and outside professionals. Therefore promoting an inclusive service.

Children are generally well behaved and benefit from age appropriate strategies to promote their good behaviour. They are learning good manners as staff encourage them to say please and thank you during snack time. Skilful techniques such as Makaton are used to help children understand simple rules at the setting such as, staying seated while eating, staff calmly talk to the children at their level. However, during some circle sessions children sit for too long and during a lunch session children are seated before the food arrives and as they become restless their behaviour deteriorates.

Partnership with parents is good. Written information is provided each day on children's progress. Parental involvement is encouraged and they have recently become involved in discussions for improving meals provided at the setting. Regular updates are provided by way of a notice board and newsletters. The setting's policies and procedures are displayed in the hall including, a clear complaints policy with details of the regulator. One parent said they were very happy with the settling-in procedure and another parent stated that their child had become more sociable and independent since they began attending the setting.

Partnership of Parents of children in receipt of Nursery Education is satisfactory. Formal meetings regularly take place with parents and key workers to discuss how children are progressing in the six areas of learning. Written reports are shared with parents. However, children's development files are not organised so parents can see how children have reached their early learning goals. Information sessions have been introduced to demonstrate how children learn through play and staff have begun videoing children's progress and achievements to illustrate this.

## **Organisation**

The organisation is good.

Children are cared for in a setting that is organised to maximise play opportunities for children. They easily make choices from good supplies of play equipment which is stored at their level. Younger children benefit from the availability of the variety of natural play materials. Children are familiar with the routine and enjoy opportunities for outdoor activities and sitting together as a group. However, they sometimes become restless if they sit for too long or are not fully involved in purposeful activities before meals.

Children benefit from the effective organisation of the setting where staff are suitably vetted to ensure they are suitable to work with children. Most staff are appropriately qualified and are led by an experienced manager. A full range of policies and procedures are in place to promote the smooth running of the setting.

The leadership and management of the setting is satisfactory. The manager has a sound knowledge of the Foundation Stage and is committed to ensuring that staff are well trained in this area. Effective organisation ensures that staff have time to plan and assess children's learning and they have recently introduced children's interests into the program of activities. Parents receive regular written reports of their children's progress. However, the system for maintaining observations and evidence of children's achievements is not fully organised. The manager is committed to making the necessary improvements for Nursery Education and has a clear vision for the future.

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

## **Improvements since the last inspection**

At the last Care inspection three recommendations were made. The provider was required to improve activities and resources to promote equality of opportunity and anti-discriminatory practice. The setting has improved this area by ensuring that positive images of diversity are displayed around the setting and children have many opportunities to access equipment and activities to promote their awareness of the wider world. The provider was also required to ensure that a nominated member of staff is responsible for behaviour management issues. A member of staff is now responsible for this area. The provider was asked to obtain written permission from parents before administering medication to children. Systems are now in place to ensure permission is given by parents. Consequently, this has improved the overall welfare of the children at the setting.

At the last Nursery Education inspection four recommendations were made. The provider was required to improve the attention given to increasing children's awareness of the sounds of letters and different purposes for writing. Planned and spontaneous activities are now provided for children to promote their awareness in these areas. The provider was required to improve the use of practical activities and routine to extend children's learning and understanding of the use of numbers. Activities are planned to ensure children are increasing their awareness of early maths. A recommendation was made to improve the use of assessments to provide a clearer link with the stepping stones and move children on in their next steps in learning and to improve the monitoring and evaluation of the quality of teaching. Some improvements have been made to the systems for recording children's achievements in meeting the early learning goals. Parents are provided with regular reports of their progress. Staff have begun to evaluate

their focussed activities which helps towards future planning. However, there are still some aspects of teaching and learning that have not been fully developed.

### **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:

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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):

- improve the organisation of group times particularly circle and meal times to ensure that children are fully occupied and do not spend long periods sitting down

#### **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 the quality of teaching through conversations and questions to extend children's thinking, vocabulary and understanding and by providing opportunities for spontaneous learning particularly at meal times
- improve systems for recording evidence for children's progress to make it clear how they are reaching the early learning goals

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