

# Sam Morris Centre Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	131732
<b>Inspection date</b>	06 November 2007
<b>Inspector</b>	Moreen Johnson
<b>Setting Address</b>	Parkside Crescent, Isledon Road, Islington, London, N7 7JG
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<b>E-mail</b>	
<b>Registered person</b>	The Trustees of The Isledon Community Nursery Trust
<b>Type of inspection</b>	Integrated
<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 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 Sam Morris Centre Nursery opened 1996. It is run by a board of trustees. It operates from a purpose built premises in Holloway in the London borough of Islington. Children have access to three play areas and to a secure outdoor play area. A maximum of 37 children may attend at any one time. The nursery opens five days per week for 49 weeks of the year. Opening hours are from 08.00 to 18.00.

There are currently 33 children on roll. Of these, 10 children receive funding for nursery education. The nursery currently supports a small number of children with learning difficulties.

The nursery employs nine staff, all of whom, including the manager, hold early years qualifications. The manager and the deputy are currently undertaking the Foundation Degree in Early Childhood Studies.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Staff know and understand how to protect children from infection. Children who are infectious do not attend thus preventing the spread of contagious ailments. Staff are aware that the local health authority and Ofsted must be notified about communicable diseases. Children develop good personal hygiene routines and self-care skills. They are encouraged to wash their hands before eating and when some children forget to wash their hands after visiting the toilet staff remind them to do so. When children cough they are told to cover their mouths and when they attempt to use their hands to pick up vegetables from serving container they are asked to use the fork. The lack of explanation means that some children are not developing an understanding about the harmful effects of germs. Appropriate nappy changing systems are in place to prevent cross-contamination. Staff wear disposable aprons and gloves and clean the changing mat after use.

Medication procedures meet with requirements. Most staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. However, staff do not always ensure that parents sign accident records to confirm that they have been notified.

Children enjoy varied and nutritious meals which meet special dietary needs and ensure children remain healthy. Fresh drinking water is available at all times and children confidently help themselves. This encourages children to think about their personal needs.

Older children enjoy engaging in energetic play in the garden, as they run, go through the tunnel and ride bikes and scooters. During the singing and movement activity they show delight as they jump, stamp their feet, wriggle and lay down on the floor. Children are taken out regularly to the local play area and the leisure centre to use large equipment and to take part in exercise sessions. Babies are encouraged to develop their physical skills and they move confidently between their group room and the garden.

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

The provision is satisfactory.

Children and parents are greeted warmly by staff as they enter the nursery and the group rooms. The use of displays, photographs and children's work makes the nursery an attractive and child-centred environment. Children benefit from playing in a spacious well-organised environment. They move confidently between their rooms and the outdoor areas. Children choose from a wide range of good quality resources that are easily accessible to them. Babies are cared for in their own room and outside area. This means that they have good opportunities to explore and build their confidence. There are good sleeping arrangements in place. Staff sit with younger children until they settle and supervise them whilst they are asleep. Older children are encouraged to have a quiet period after lunch; they lay on cushions to rest or to read their books.

Children play in a safe and secure building. There is an intercom system at the entrance and staff monitor the arrival and departure of parents and visitors to ensure that children are protected from intruders. The children's play rooms and outside areas are safe. Staff carry out risk assessments in each room and outside to minimise hazards and ensure the safety of the

children. However, children are not always safe because for instance the floor in the bathroom is wet.

Although regular fire drills help children become familiar with the procedures, children's wellbeing is compromised in the event of an emergency because the attendance register is not accurate. The system for recording fire drills need does not include the details of the numbers of children and adults present.

Staff have a good knowledge and understanding of child protection issues and are aware of their responsibility to ensure that any concerns about children are reported to a senior member of staff. There is a comprehensive written policy which includes the procedure to follow regarding any allegations made against staff. The manager is fully aware of her responsibility to report concerns to Ofsted.

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

The provision is good.

Children enjoy their time at the nursery. They explore and experiment through a range of well-planned activities that are appropriate for their stage of development. They have regular opportunities to engage in activities such as sand, water, painting, construction, reading, music and movement, role playing, drawing and cutting and sticking. Toddlers have good opportunities to extend their play experiences by spending time in the pre-school room, which provides them with access to more challenging activities. They enjoy singing a range of familiar songs. The children particularly enjoy singing in high and low tones to 'happy days' and dancing to action songs.

New children are supported well to settle, for instance when the new babies cry and show no interest in activities, they are held and cuddled and encouraged to participate in activities such as drawing and to join in the singing and dancing session. Overall babies receive good individual attention. However, the support of children is not always consistent, for example, when a child becomes unsettled during the lunch period staff do not take immediate action to comfort the child.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation stage and plan a wide range of stimulating activities for children. Planning clearly relates to children's interests and states how each child is supported. Observations are carried out regularly and are linked to the stepping stones and the early learning goals. There are weaknesses in recording, some observations lacks detail and the next stage of children's learning is not always identified. Assessment on children shows how they are progressing towards the early learning goals and states the next stage of their learning.

Staff use appropriate behaviour management strategies. They make expectations of behaviour clear and give reasons for requests ensuring children understand why certain behaviour is not acceptable. Children are always praised for good behaviour.

Children have good communication skills and they talk confidently to each other and to adults. They are encouraged to read and re-telling stories and talk about events outside the nursery. They have good mark making skills and demonstrate good pencil control when drawing. Children are able to count and recognise numbers randomly up to 10. They are encouraged to develop

an understanding of sequencing as they talk about yesterday, tomorrow and the week-end. Children enjoy each others company and play well together. They are eager to take on responsibilities such as handing out the drinks to each other and help with tidying up. They are developing their independence by dishing out their own food and pouring their drinks. Children use building blocks to build complicated structures such as houses. Children learn about their own and others cultures. For example, they share information about what they eat at home. They are increasing their understanding of the wider community by celebrating Black History Month, Jewish New Year and Diwali.

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

The provision is good.

Children feel good about themselves because they are given lots of praise and their contributions are valued to promote their self-esteem. There are examples of their work and their photographs are displayed in their group rooms. Children's culture is respected, for instance their parents bring food from home and these are shared. Children learn to accept differences by celebrating a range of festivals and by having access to a good range of resources that reflect diversity. Children are developing an understanding of right and wrong because staff manage behaviour in a consistent manner. There are good systems in place to support children who have learning difficulties. Close liaison with parents and outside agencies ensure all children's needs are well planned for and met.

Children's social, moral, spiritual and cultural development is fostered. They are developing an appreciation of music. They play happily with their friends and are willing to take on responsibilities.

Partnerships with parents is good. Parents have access to policies and procedures and are given good written information about the nursery. They are encouraged to take part in social events and to help out with activities. Parents receive good information about the Foundation Stage. The information outlines what and how children will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning.

### **Organisation**

The organisation is satisfactory.

The group's good recruitment procedures ensure that staff are suitably experienced and qualified. There is an appropriate system in place to ensure that staff are appropriately vetted. Children are protected because the setting ensures that they are not left in sole charge of unvetted persons and staff are aware of significant events that Ofsted must be notified about.

The group is in breach of regulation because children's arrival and departure times are not always recorded. Most policies, procedures and records are in place and are securely locked away. Records are retained in excess of the required period. The registration certificate is displayed where it is easily accessible to parents.

Leadership and management of the nursery is good. The manager has a clear understanding of the strengths and weaknesses of the setting and is committed to developing the provision. The manager holds regularly meetings with staff to plan the curriculum and to address relevant areas for improvement such as the system for recording observations. Staff are supported in their work through individual supervision and training.

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

### **Improvements since the last inspection**

At the last inspections several recommendations were made to improve both education and care practices. The nursery has made good progress in addressing these. Parents are now given detailed information about their children's progress towards the six areas of learning and the next stage of their learning is identified. Parents also have access to information about the Foundation Stage curriculum.

Parents have access to the group's complaint log. The group has fitted curtains in the children's toilet to ensure that their privacy is respected. The group is aware that they must notify Ofsted on child protection concerns, which means that children are protected from harm.

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

Since the last inspection Ofsted received a complaint that required the provider to take action in order to meet the National Standard. The complaint related to National Standard 12: Working in Partnership with Parents.

A concern was raised that parents were not being made to feel respected or acknowledged when sharing their views and concerns.

Ofsted asked the provider to conduct an investigation into the concern and to report back. A detailed response was received from the provider showing how the issue had been addressed. As a result an action was set against National Standard 12, requesting that the group's written complaints procedure includes the correct address and telephone number of the regulator. The provider addressed the action and it has been met. The provider remains qualified for registration.

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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### **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 the attendance register includes arrival and departure times
- ensure that parents sign accident records to confirm that they have been notified

- keep children's bathroom floor dry

### **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 recording of observations for children to ensure that the next stage of their learning is identified

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)