

New Generation Nursery

Inspection report for early years provision

Unique Reference Number	EY266914
Inspection date	03 March 2008
Inspector	Angela Jackson
Setting Address	179 Haggerston Road, London, E8 4JA
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Registered person	New Generation Nursery Ltd
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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

New Generation Nursery opened in 2003 and operates from a purpose built building in a community centre in Haggerston, within the London Borough of Hackney. A maximum of 24 children may attend the nursery at any one time.

The Nursery is open each weekday from 08:00 to 18:30 throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 22 children aged from 13 months to under 5 years on roll. Of these, two children receive funding for nursery education. Children come from a wide catchment area. The nursery employs nine staff including the manager. There is a part time cook and a part time administrator both of whom are supernumerary. Six of the 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 generally well cared for with sound systems in place for keeping the premises clean. For example, staff wipe over kitchen work surfaces and tables with anti bacterial spray before preparing and serving food and they sweep and mop floors throughout the day to prevent children slipping and hurting themselves. A cleaner is employed to give a more general clean at the end of each day. Children are independent and are learning to recognise when they need to go to the toilet and to rest. They wash their hands after using the toilet and before and after eating. Nappy changing routines are satisfactory. Staff wear gloves, wipe over the changing mat before use and record each time a nappy is changed for parents' information. Good eye contact and a constant flow of chatter help to make nappy changing an enjoyable experience for babies.

There are two first aid kits available for treating minor injuries and half the staff hold relevant first aid qualifications. These precautions help to protect children although the smaller of the first aid kits that is for taking out on trips or outings is not taken out every time they visit the local park. Parents give written consent for seeking medical advice or treatment for more serious injuries or concerns. The accident book is in poor condition. Accidents are recorded but there are a few instances where parents have not signed to acknowledge an entry. There are systems in place for notifying parents when children become ill during the day or when staff have concerns, such as unexplained rashes. The manager makes contact with parents and also advises other parents by letter that they collect from their individual post trays in the entrance hall.

Children benefit from regular physical play that helps them develop stamina, control and coordination. The outside play area has large scale equipment, such as a tall slide and frame for climbing. There are also several local parks that children are taken to on a regular basis. For example, babies and toddlers are taken to a large open space where there is a fenced off area with equipment suitable for their size, such as small obstacle course, slide, swings and roundabouts. The small grassy mounds and larger green areas provide opportunities for children to stretch and run around.

Regular, nutritious foods, such as chicken, rice, vegetables and gravy or pasta bake with salad with snacks of fruit are provided. Staff take into account individual children's allergies and preferences as parents provide this information at registration. Children enjoy helping to serve themselves when the dishes are not too hot to do so. They learn the concept of heat and that food cools when they blow on it. However, this does not prevent children burning their mouths when, despite all their efforts to cool it, semolina is dished up at a temperature too hot to eat. When they are finished, children take their plates to the trolley where they practise self reliance skills to scrape their plates of any leftover food, put the cutlery in a tub of soapy water and stack the dirty plates tidily. This also helps develop fine manipulative and coordination skills. At meal and snack times, children are offered milk or water. There is water available in a jug throughout the session but this is kept out of immediate reach of children. They are therefore not able to help themselves whenever they feel thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

There is a good system in place for the gradual introduction of children to the setting and therefore children settle in reasonably quickly. The nursery is light, warm and there is sufficient space for children to move freely between different areas set up for play and the toilet and washing facilities. A gate divides the baby room from the main nursery area and the dividing wall is mainly glass. This allows staff and children to be aware of what is going on in each room and helps the babies, from the safety of their room, become familiar with older children and the routines they follow. This helps prepare them for when they join the older group. There are sufficient toys and equipment to meet the needs of children of all ages. Toys are in satisfactory condition, robust and made from a fair range of materials including wooden appliances, such as cooker and washing machine in the home corner. However, there are a few old telephones with twisted cords that pose a hazard to children's safety.

There are adequate safety measures in place to ensure risks to children are minimised within the nursery. There is a fire blanket in the kitchen, fire extinguishers and smoke alarms at strategic points and the emergency evacuation procedure displayed. New staff are aware of fire exits and the assembly point but have not yet taken part in a full practice. The room register is completed by staff morning and afternoon but does not show times of arrival or departure. This is supplemented by the signing in register in the entrance hall where parents are asked to sign children in and out with times. This system is ineffective when some parents do not follow the procedure, putting children at risk in case of fire as there is no accurate record of who is in the building.

Children learn to keep themselves safe when out as staff ensure they practise road safety procedures when crossing busy roads and narrow streets around the nursery. Children reach up to press the button and wait for the green man before stepping off the kerb. Staff take mobile telephones and tissues when out and have satisfactory procedures in place to prevent children coming into contact with unsuitable adults. Staff have a fair knowledge of the local area but occasionally they are asked to change their plans once they are out. They have to use an alternative route with which they are not familiar, that has not been risk assessed and which takes them out of their way. This means that children have to walk further down back streets that staff are not sure lead to the place to be visited.

Staff have sound understanding of child protection issues and of their responsibility to protect the welfare of children. They are aware of the signs that might indicate different types of abuse and how and when to refer concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children benefit from a fair range of activities planned to help support their development. Tables and floor areas are set up for each session with toys and resources that are rotated and include construction toys, wooden puzzles, play dough with wooden rolling pins and cutters and model animals. Children learn about parts of their bodies through songs and games, such as touching their heads, shoulders, knees and toes and by finding their noses. Babies freely paint at tables where they learn to protect their clothing by wearing aprons. This allows them to explore the paint with sponges and by making hand prints. Wall displays of large letters and numbers painted and decorated by children help them to feel valued as well as helping them to recognise different marks and symbols have meaning. There is a strong emphasis on physical

play with children spending a significant part of each day playing outside. On cold days they are encouraged to dance around and keep moving by having music playing in the background. Children learn to dress themselves appropriately for the weather and collect outside coats, hats and shoes for themselves, asking for support to find sleeves and do up zips as necessary. Children learn to understand the needs of others as they recognise the need to play quietly when others are napping. They gain a sense of self and family relationships as they find and point out siblings with friends and themselves in photographs that are displayed in the central hallway.

Nursery Education

The quality of teaching and learning is satisfactory. Children have a reasonable range of opportunities to gain skills and understanding over each area of learning. Plans for the week are devised within topic areas, such as 'animals' and 'transport' to act as guides for staff to lead teaching and learning activities. However, the plans do not take individual children's progress towards the early learning goals into account. Children learn simple counting skills as they carry out everyday activities, such as putting on coats for outside play. They count the number of buttons on the clothes of staff and are then encouraged to compare this number to the number of buttons they have on their coats. Children help themselves from the satisfactory range of books on display. The number of books provided is supplemented by books borrowed from the local library. Children visit the library where they sometimes have stories read to them and where they learn to appreciate the pleasure of choosing books. Within the nursery there are adequate opportunities to use pens and crayons for mark making although they are not available within areas, such as the home corner, and therefore children do not experience using writing materials in everyday role play contexts, such as filling out shopping lists, following recipes or taking telephone messages. Children are independent and manage their emotions well. Staff listen to children and take individual likes and dislikes into account. Activities, such as making sandwiches for tea gives children a fair understanding of making foods that are appreciated by others. They learn about hygiene as they wash their hands, put on aprons and sit at clean tables spreading butter and filling the sandwiches. The activity provides a discussion point for learning about different methods of transport as children choose cutters to make the sandwiches into vehicles and trains. Outings to local places of interest, such as the canal for rides on the canal boats and the parks to watch the ducks and their ducklings, support children in gaining knowledge and understanding of the world.

Helping children make a positive contribution

The provision is satisfactory.

There is a satisfactory range of resources that promote positive images of difference, such as, posters, dolls and dressing up clothes. These, and the activities that are planned to take into account festivals from a range of cultures and faiths, help children gain insight and understanding of their own background and the diversity of the local community. Staff research information on the internet to inform their practice and also occasionally ask parents to provide details or artefacts that can be used for display. There is a setting policy for supporting children with learning difficulties and/or disabilities and staff have some experience in this area.

Children are reasonably well behaved and cooperative although at busy times, such as immediately after lunch when the rooms are tidied, children are washing hands and some children are wanting to nap, children do not always do as staff ask or expect. This sometimes leads to staff frustration and raised voices. Children are generally learning to share with others. On the whole, staff have a satisfactory range of positive strategies that help children's social

development. The member of staff with special responsibility for behaviour management has recently completed a training course and is implementing new ideas and initiatives to help children feel appreciated and to manage their emotions. For example, she gives responsibilities to individual children, such as laying the table for lunch and setting out the name cards for others. This distracts children and lends a sense of pride in having achieved something worthwhile. Parents are consulted about any concerns or issues and staff work with parents to provide continuity of care. The setting's policies and procedures are available as a reference guide for parents at registration and copies are made for them on request. Parents comment that they are happy with the provision and that children settle in well. Contact details of the regulator are made available to parents and there is a complaints log. The complaints policy is clear although does not state a 28 day turnaround of responding to complaints.

The partnership with parents of children who receive nursery education is satisfactory. Staff and parents provide each other with sufficient details about progress and skills learnt to enable joint working that helps children make progress. Formal written plans do not take into account individual progress towards the early learning goals although staff have fair knowledge and understanding of each child so that children's individual needs are met. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children are protected from coming into contact with unsuitable adults through the manager's sound understanding of her responsibility to ensure all staff are vetted. New staff are given copies of the setting's policies and are shown fire exits and safety procedures in the first week. The rooming arrangements meet the needs of children of all ages and there are systems in place for the deployment and cover of staff. However, the system is not always effective. Staff sometimes give little or no notice when they are going to be absent leaving the nursery with a shortage of staff to cover breaks or other absence. This puts pressure on the manager and other staff and creates an atmosphere of tension that reflects on the management of children, such as at lunchtime. It also means that the conditions of registration with regards to staff:child ratios are not always maintained. The manager and room leaders keep their eyes on the situation at these times and there are staff in adjacent rooms, either on break or doing other tasks, that can be called on in an emergency. Over half the staff are suitably qualified and all staff are encouraged to continue their professional development by attending further training and by taking part in training arranged in-house.

Space and resources are suitably organised to meet the needs of the children with areas set up at the appropriate times, within the play rooms, for eating and sleeping. The system for registering children is adequate although the room register does not always agree with the signing in record that parents are asked to complete. All visitors are reminded to sign in and out in the visitors' book. There are clear policies and procedures in place and records are stored with proper regard for confidentiality. Overall, the setting meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is satisfactory. There is currently no named deputy manager as a suitable candidate for the position has not been recruited following the previous deputy's resignation. The manager has included this in the action plan. Individual, regular, staff assessment time is used as a discussion and development opportunity to support staff in improving practice in all areas of the nursery. The self evaluation accurately identifies

the main area for improvement as organisation. The manager recognises that staff commitment and effective team working, are important in promoting good outcomes for children.

Improvements since the last inspection

Since the last inspection, designated staff have been put in place to be coordinators for child protection, equal opportunities, nursery education and behaviour management. The staff have received training in their roles and are working with other staff to improve outcomes for children. There has been adequate progress in these areas with systems and policies mainly in place. Most staff have participated in training in child protection and in planning for learning. Staff complete a morning and afternoon register in the room. This is supplemented by parents signing children in and out at the entrance. Parents are asked to put the actual times. This system is not always effective with some parents not completing the sheets. This means that at times there is no accurate record of who is in the nursery. In the event of an emergency evacuation, fire officers have no way of knowing whether they have cleared the building of all children, putting children and adults at risk.

Complaints since the last inspection

Since April 1 2004, Ofsted received one complaint relating to National Standards 7 and 3 regarding hygiene and the lack of interaction between staff and children. Ofsted carried out an unannounced visit and, as a result, actions were set. The actions were: that effective procedures be put in place for checking the qualifications and experience of staff; that the attendance register included times of arrival and departure of staff and children; to devise a system for planning a suitable range of activities according to individual children's needs; to ensure good hygiene practice; to ensure there are appropriate activities and resources that promote equality of opportunity; to devise an equal opportunities policy that is shared and understood by parents and staff; to ensure there are named staff with special responsibility for behaviour management and child protection; and to ensure correct child protection procedures are followed.

The initial response to some of the actions was not considered to be appropriate and further visits were made by Ofsted. Following these visits, Compliance Notices were served to ensure that there were effective procedures in place for checking that staff are suitably qualified and experienced and that the daily attendance register records arrival and departure times of children and staff. At the follow up visit it was noted that the Compliance Notices were being complied with and that all actions had been met. The provider remained 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.

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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 consistency in having parents sign the accident book to acknowledge awareness of injuries sustained and the treatment given
- ensure there is an effective system for recording children's actual arrival and departure times
- deploy staff effectively throughout the nursery to ensure adult:child ratios are maintained at all times

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 all staff's knowledge and understanding of effective teaching methods so that children are fully engaged and learning through play
- improve team working and all staff's understanding of how to teach and support children so that all children make good progress towards the early learning goals

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