

Camden Chinese Community Nursery

Inspection report for early years provision

Unique Reference Number	100617
Inspection date	26 November 2007
Inspector	Catherine Greene
Setting Address	United Reformed Church, Buck Street, London, NW1 8NJ
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E-mail	nursery@camdenccc.co.uk
Registered person	Camden Chinese Community Centre Limited
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 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?

Camden Chinese Community Nursery operates from a church hall on the ground floor, situated in Camden United Reformed Church, close to Camden tube station.

There are currently 17 children from two to under five years on roll. This includes six funded children. The group support children with learning difficulties and disabilities and children who speak English as an additional language.

The group opens from 08:00 to 18:00 for extended hours and for core hours from 09:30 to 15:30 for 51 weeks of the year.

There are four members of staff working directly with the children, and one sessional worker. Each member of staff has, or is working towards, a range of early years qualifications. All staff have access to a regular training programme. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children experience physical play on a daily basis, they are using their bodies to explore space, weight and strength. They thoroughly enjoy their time in the hall when they take part in the movement play session. Children move their bodies as they stretch, point their feet and lie on their backs or fronts to be rocked in the stretchy material. They join in enthusiastically in the action songs and develop trust, confidence and self esteem as they take it in turns to be carried and rocked by their friends. Children are gaining confidence in negotiating in large and small groups and choosing their friends to join in with them, during the activity.

Children enjoy playing with water and sand and planting spring bulbs during outdoor activity. The outdoor curriculum is constantly being reviewed to ensure activities meet all areas of learning consistently throughout the year.

Children receiving nursery education have many opportunities to develop their fine motor skills as they pick up and fit together play materials, complete puzzles, use pencils and scissors, pour their own drinks at snack time and use knives to cut up their fruit.

Children's awareness of healthy eating is encouraged well through healthy snacks of fresh fruit and regular drinks being provided. Snack time is very well planned and children are well supported by staff in gaining independence. They choose what to have for their snack, peel and cut up their own fruit and pour their own drinks. They sit comfortably in a small group at a table covered with a table cloth and talk to each other while they eat. Meals are planned in consultation with parents, taking account of a variety of nutritious foods and children's individual dietary needs.

Children gain awareness of their own personal hygiene through practices within their daily routine. For example, they learn to wash their hands after using the toilet and before eating their snack. They are learning about their own good health through discussions about colds and coughs and why they need to put their hands in front of their mouths when they cough. Children are encouraged to use tissues to blow their noses and are reminded to put them in the bin after use. The nursery's policy of not caring for children when they are unwell limits the spread of infectious diseases. Staff have current first aid certificates and records show that basic first aid is administered appropriately for minor accidents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's awareness of their own safety is encouraged very well. Their understanding is reinforced by frequent discussions about safety, reminders to be careful in their play and discussions about the consequences of actions, such as, running and climbing on furniture. Children are learning to take responsibility for their own safety by helping to clear away equipment at tidy up time and discussions about how they should respond when someone falls over. They learn to carry equipment, such as, trays, cups and a jug, carefully at snack time. Children talk about being safe and careful as they use knives to cut their fruit at snack time.

The environment is welcoming, safe and secure and children are well supervised by staff. Equipment, furniture and play materials are safe and well maintained, enabling children to play and use them safely. For example, children are able to help themselves, safely, to equipment

stored at their level, and play with materials and equipment set out on tables and the floor. They have space to play, look at books, eat their snack and move around safely.

Information relating to accidents is recorded appropriately, shared with parents and records show that basic first aid is administered appropriately for minor accidents. Information is displayed giving clear instructions on the evacuation of the premises in an emergency and a record of fire drills is maintained.

Children's welfare is protected by procedures and staff's knowledge and awareness of child protection issues, where to seek advice and the procedure to follow if they have concerns. The Child Protection policy and procedure are being reviewed to ensure that they are in line with the Local Safeguarding Children's Board guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, secure and interested in their play and learning at the nursery. They arrive happy and are pleased to see staff and each other. Children separate well from their parents and carers and any children new to the setting, who may be feeling unsure, are reassured by staff and quickly become interested in the activities that are set out.

Children choose from a good range of activities and play equipment, that are set out on tables and the floor. They take great delight in mixing cornflour in large trays and have fun painting at the easel. Children new to the setting are gently encouraged to try different activities with a member of staff close by. Children have great fun in the home area, they use their imagination cooking, dressing up and caring for their babies. Other children use wooden construction blocks as a fire hose as they act out being firemen, this has been inspired by an outing to the fire station. They laugh together during their play, and older children show the younger children how to use equipment such as the blocks and how to put their drawings in their named trays. Staff interact well with the children, giving explanations, asking questions and giving lots of physical affection and reassurance, supporting them in their play. Children respond well to the close relationships with the staff who they call 'aunty' giving them a real sense of belonging whilst at nursery.

Nursery Education:

The quality of teaching and learning is good. Staff plan and provide a welcoming and interesting environment for the children where their independence is encouraged well. Staff's developing understanding of the Foundation Stage curriculum is demonstrated by their daily plans and organisation of the environment, the curriculum is currently under review to ensure that all staff are confident in their assessment and planning of activities. Planning and assessments are in place but observations are yet to be completed consistently across all six areas of learning.

Staff enjoy their work and interact very well with children encouraging their interest and learning, through, close support, clear explanations, good use of questions and gentle reassurance. Staff are developing their skills in using observations and discussions to establish which stage children are at in their development and influence what activities will be provided to move them on to the next stage.

Children are confident and happy. They instigate imaginative play in the home area and confidently include others in their play, talking about 'being firemen' and 'putting out the fire'.

They work cooperatively when putting the table cloth on and carrying cups and jugs at snack time, and all putting the resources in their boxes at tidy up time. Children are gaining confidence in speaking in large and small groups, they listen to older children talk confidently and join in conversations, laughing at each other's jokes.

Children learn to recognise their names by removing their names from the board when they arrive and placing them on tables for lunch. They identify their name on their work trays and store their books and creative work in their trays. Children enjoy listening to stories, they concentrate and listen enthusiastically during a large group story time, and a small group sit cosily with a member of staff in the book area for a story that they have chosen. Children have access to a good range of books, which they use independently, sitting quietly in the book corner, looking at books and talking about reading. The resources are labelled in both English and Chinese.

Children use numbers confidently in their play, they count out loud the numbers of coloured animals putting them back into the basket, and how many children are in the movement play class. Children count backwards, confidently, from 10 to one during a countdown song. They talk about how many children are in the home corner and how many there will be with two more. Children calculate there are fewer of them in the group when the younger children have left the room and use a calculator with a member of staff to calculate simple addition and subtraction.

Children are learning about the world they live in, they have access to resources that reflect diversity, such as, books and play figures. They learn words of greeting in different languages during circle time, and have opportunities to take part and learn about different celebrations, such as, Diwali, Hanukah and Chinese New Year. They learn about the American flag during their topic on America and thanksgiving celebration. Children explore natural materials that they have brought in from home for the interest table. They observe insects and plant spring bulbs in the garden. Children are learning to differentiate between past and present as staff talk about going to big school in the future and ask children to recall how they felt when they first came to nursery.

Children enjoy experimenting with colour, they know if they mix red and yellow paint, this will make orange and they have fun swirling the paint around at the easel. They handle natural materials, such as, fruit skins when peeling their fruit at snack time. Children have opportunities to use programmable toys, such as, a cassettes with headphones, they confidently use telephones and know which buttons to press on the CD player to open the lid and play the disc. They have occasional use of a computer to develop their IT skills.

Helping children make a positive contribution

The provision is good.

Children's individual needs are very well known by staff which enables them to plan appropriate activities, support and reassure children. Staff refer to children's families and experiences outside nursery and value children's contributions, such as, bringing in a book to read or sharing cakes at snack time. Children have access to resources that reflect diversity, they hear simple words in different languages, and have opportunities to find out about a range of festivals and events which reinforces their understanding of the world they live in.

Children behave well, they are learning to respond to directions with explanations from staff. Staff use large egg timers to count down the time in which children need to respond, sitting

up and listening. Children understand why they must not climb on furniture or run around the room and are learning to show care and concern for each other. Their achievements and contributions are valued, for example, when they complete a painting or drawing, staff praise their achievements and include the other children in celebrating each others achievements. This helps children take pride in their achievements, gain confidence and feel secure and this positive approach fosters children's spiritual, moral, social and cultural development.

Systems are in place to support children with learning difficulties and/or disabilities. A number of children currently attend the nursery who have English as an additional language, they are supported by bilingual staff, using repetition of words and through demonstration and bilingual books and signs.

Good relationships between staff and parents are fostered and valued. Information for parents is displayed on a notice board and newsletters provide additional information of forthcoming events. Daily discussion takes place between parents and staff and strategies to include parents in the life of the nursery and during settling in, helps to reassure children and strengthen the links between home and nursery.

Partnership with parents and carers is good. Information about the nursery curriculum is displayed and contained in annual reports. Regular parents' meetings take place, when information about children's development is shared with parents and they have opportunities to meet other parents. Information, such as, a range of homemade books detailing children's outings and relating to children's play and learning are in the book corner for children and parents to enjoy.

Organisation

The organisation is good.

Written documentation, such as, policies and procedures are in place, they are currently being reviewed to ensure they are in line with changes to guidance and legislation. Records and information relating to children's health and safety, such as, accidents and medication records are in place and maintained. Children's attendance and times of arrival and departure are recorded. There is a record of fire drills, and a procedure is in place, following changes in legislation, to process staff suitability checks.

The leadership and management relating to nursery education is good. The newly appointed deputy manager is working very well with the manager and staff team. They have taken positive steps to develop leadership and management within the nursery, to enhance the care and learning for children. They are aware that further development is needed and are involved in working very closely with the local authority development workers, to make sure rigorous systems are in place to monitor, assess and evaluate the quality of nursery education.

Staff are committed to providing a welcoming atmosphere where children and their families are well supported. The nursery is well resourced with a good selection of equipment and play materials and the environment is planned and equipment set out, relating to the Foundation Stage curriculum. Staff are well deployed to meet children's needs and support them in their play and learning. They have access to training to increase and update their childcare knowledge, and the nursery receives ongoing support via the local authority. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection two recommendations were raised. These were to make a complaints statement available for parents and ensure that the outings procedure contains guidance to follow if a child becomes lost. The provider has addressed both recommendations. the complaints procedure is displayed and the procedure includes details of what to do if a child is lost.

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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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 child protection procedure for the nursery complies with those of the local Safeguarding Children Board and includes details of the regulator
- ensure that documents, policies and procedures reflect current practice and any changes to requirements or legislation.

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):

- continue to develop staff knowledge of the Curriculum Guidance for the Foundation Stage to ensure the use of assessments in order to identify children's individual learning priorities and use these to inform future plans.

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