

# Hainault Forest Community Association

Inspection report for early years provision

---

**Unique reference number** 128507  
**Inspection date** 05/05/2009  
**Inspector** Sharon Henry

**Setting address** Hainault Forest Community Association, Community Centre, 100b Manford Way, Chigwell, Essex, IG7 4DF  
**Telephone number** 020 8501 6862  
**Email** hfca100@yahoo.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Hainault Forest Community Association opened in 1992. It operates from three rooms in a purpose built centre. The group is a short distance from Grange Hill train station and is close to the local shopping area. The group provides a service to the surrounding areas.

The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 70 children in the early years age group. There are currently 62 children on roll, all of whom are in the early years age group and some of whom attend on a part time basis. The nursery supports children who speak English as an additional language, and children with learning difficulties and disabilities. The setting operates Monday to Friday's from 08:00 - 18:00. for 51 weeks of the year. The nursery employs 16 members of staff including the manager, all of whom hold a recognised childcare qualification.

The group receive support from Early Years teaching team.

## Overall effectiveness of the early years provision

Overall the provision is good. Children are cared for in an inclusive, stimulating and creative environment. The process for self-evaluation is very effective and fully supports the outcomes for children's welfare, learning and development. The uniqueness of each child is routinely met by staff through well organised activities and resources. The setting successfully evaluates its practice and identifies areas for future development to ensure children have good quality care and education.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide more opportunities for the parents to contribute to children's initial assessments to identify their starting points.
- develop systems to monitor the temperature of the meals to ensure that it is not too hot when being served.

## The leadership and management of the early years provision

Children are cared for in age appropriate groups. Each room is welcoming and children's work is valued and well displayed. All children access a wide range of purposeful activities, such as paint, water and imaginary play situations. Overall children are safe and appropriately safeguarded. The setting is secure and the high staff ratio ensures that children are appropriately supervised indoors and outdoors at all times. Risk assessments are effectively used to ensure that the premises are safe for the children and clearly indicate that any safety issues arising are swiftly dealt with. Staff are clear about their responsibility to protect all children in their

care. There is an appropriate safeguarding policy in place, which is available for parents and carers to read; staff are very well aware of the appropriate steps to take regarding any child protection concerns. Documentation including clear accident records and consent for emergency medical treatment further protect the children.

Robust procedures are in place to ensure that children are cared for by suitable staff who are appropriately vetted. Staff demonstrate a professional attitude towards keeping children safe whilst in their care. Security within the setting is good as external exits are kept locked to ensure unwanted visitors do not gain access to the setting or present a risk to the children. The strong, working partnership with parents promotes children's welfare, ensuring their all round care needs are met well. Relationships are warm and positive, so that children develop a real sense of belonging and parents are confident and reassured about care arrangements. Much discussion takes place between the key-worker and parents and carers regarding children's developmental progress, although opportunities to plan together for the next steps in children's learning are not formalised. Although there are communication systems in place the staff do not routinely ask parents and carers for information about their child's starting point.

The setting shows a commitment to continuous improvement to provide better outcomes for children. For example, recommendations from the previous inspection have been fully addressed and have a positive impact on children's well-being. Staff work well as a team and are all very keen and eager to develop their practice and improve outcomes for children. Good systems are in place to monitor, evaluate and reflect upon present practice. In addition, areas for development have also been identified. For example, developing the resources that promote diversity and involving parents more within their children's learning and development.

## **The quality and standards of the early years provision**

Children are making good progress along the stepping stones towards the early learning goals, because practitioners plan and provide an interesting range of activities which follow children's interests and provide challenges. Practitioners are secure in their knowledge and understanding of the Early Years Foundation Stage and they are able to demonstrate appropriate skills and confidence needed to extend children's learning through effective questioning and support. Children thoroughly enjoy their time at the nursery, and they are provided with a well organised learning environment, which offers them a well balanced variety of child and adult led activities and experiences. Resources are invitingly stored within easy reach of children, which enables them to make choices and develop their play and ideas. Staff are well aware of the children's interest and stages of development, and the effective key-worker system promotes this well. Regular observations are made whilst the children are playing and this information is recorded and used along with photographs to note the children's interests, which is captured in their learning journeys. The next steps for children's learning and development are clearly identified and used in the weekly planning to ensure the individual needs of each child, including those with additional needs are effectively met.

All children are developing good social skills and have formed very good relationships with staff and their peers. Children regularly practise their self-help skills, for example, they serve themselves at lunch time and scrape their own plates. Children's language skills are developing well and staff use every opportunity to develop and extend their communication skills. Techniques such as effective questioning encourage children to think, share their views and participate in conversations. For example; as two children played with the sea creatures in the water, the member of staff instigated a discussion about the different types of fishes, which encouraged children to talk about how many fishes they have at home, their names and what they eat. Children use their imagination well, as they dress up as fire fighters and pretend there is a fire and then use the hose to put the fire out.

Children have good opportunities to play outdoors and benefit from periods of free-flow play where they can explore and discover. For example, a group of mixed aged children enjoy putting on their Wellingtons and digging for worms and insects. Younger children enjoy playing on the sea-saw, riding bikes and going up and down the slide. A designated area for the less mobile ensures all children benefit from the outdoor area. Displays show children engage in creative activities such as painting and sticking. They spend a considerable amount of time at the play dough table pretending to make hot dogs for a barbecue. They manipulate tools such as rolling pins and forks to create different patterns with the play dough. Children are learning to care for living things as they take part in the care of the nursery pet guinea pig and snail. They handle the animals with care and are aware of the rules with regard to hand washing after handling them.

From an early age children learn the benefits of a healthy lifestyle. They learn the importance of good personal hygiene through well implemented routines, such as washing their hands before eating. They receive nutritious snacks and meals and plenty of fresh drinking water throughout the day to help them develop healthy eating habits. However, on some occasions staff do not monitor how hot the food is when being served to the children as the food is too hot, consequently, children spend time blowing the food. Children are able to rest according to their individual needs, as well as take part in vigorous exercise, such as using the large play equipment in the indoor area. They are learning to take responsibility for keeping themselves safe as they practise the emergency evacuation. As a result children are becoming familiar with the routine in the event of an emergency. Children behave very well, they share and take turns and they have strong relationships with the staff and each other. In addition, children are encouraged to behave positively through frequent praise, positive reinforcement of good behaviour and clear guidelines as to expectations and boundaries within the setting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met