

House of Light Nursery

Inspection report for early years provision

Unique reference number

EY359926

Inspection date

15/12/2008

Inspector

Paula Hunt

Setting address

Nuneaton Muslim Society, The Mosque, Frank Street,
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

House of Light Nursery opened in 2008 and operates from two rooms in a Mosque situated in the Coton area of Nuneaton in Warwickshire. A maximum of 32 children from three to eight years may attend the nursery at any one time on the Early Years Register, with eight places for children aged five to eight years on the Childcare Register. The nursery is open each weekday from 09:30 to 12:00 during term time. All children share access to a secure enclosed outdoor play area. The premises are on the first floor and there is no lift.

There are currently 11 children aged from three to five years on roll. Of these, 11 children receive funding for early education. Children come from the local community and the nursery supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs four members of staff. Of these, two hold appropriate early years qualifications and two are working towards a qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The setting offers a happy and secure environment where children feel confident to make choices from the play equipment available to them. Staff ensure that each child has appropriate care and attention to meet their needs, thereby creating an inclusive provision. Staff are committed to improving their skills and knowledge and have taken steps to improve their practice following their last inspection and are beginning to formally evaluate their current practice linked to the requirements of Early Years Foundation Stage. Parents are recognised as important partners in children's care and learning and there is a strong partnership between home and the setting.

What steps need to be taken to improve provision further?

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

- extend risk assessments to everything to which a child comes into contact with and ensure it includes outings
- improve documentation to ensure accident records are completed in sufficient detail, arrival and departure times of children and staff are recorded as well as their keyworkers in the daily register
- continue to develop observation and assessment to clearly identify children's individual next steps in learning and developing in order to effectively inform future planning.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain and record information about who has parental responsibility for the child and legal contact with the child (Safeguarding and welfare).

31/01/2009

The leadership and management of the early years provision

Children are cared for by a staff team who have undergone suitability checks, are caring and hold or are working towards suitable qualifications. Staff have completed a range of training to ensure they have the knowledge and understanding to promote children's welfare. The nursery is well resourced and equipment is clean and safe. Staff are deployed efficiently to ensure children are supported and cared for appropriately. However, some policies, procedures and documentation are currently under review, several are not sufficiently robust to ensure children's well-being is fully protected, including who has parental responsibility of the child, accident recording and daily attendance registers are not appropriately completed with children and staff hours of attendance or the named persons responsible for the care of the children. Satisfactory progress has been made since the last inspection and staff have reorganised the provision to ensure children's needs are met more effectively.

Children are well protected as staff demonstrate a satisfactory understanding of child protection issues. They are aware of their responsibility in relation to child protection and of how to put appropriate procedures into practice when necessary. The setting works well with parents as partners and there are some good practices in place to ensure parents are well informed about their children's care and development. Parents are encouraged to share what they know about their children and staff ensure they have a clear understanding of children's individual needs, their backgrounds and beliefs in order to care for them effectively.

The quality and standards of the early years provision

Children enjoy their time at the setting and make sound progress towards the early learning goals. However, systems for assessment and planning children's next steps do not fully support individual learning and development needs. Children are becoming confident and self-assured and develop their independence, as they explore their environment. Staff build positive relationships with children and support them to gain confidence and feel secure. The layout and storage of resources at low level supports children to become independent learners through making choices and the setting makes regular use of the local toy library to supplement their resources. Mark-making equipment is readily available and older children are beginning to form recognisable letters with help.

Children develop appropriate language skills as staff talk to them constantly about what they are doing and read stories in both their first and second language. They develop confidence and self-esteem well as they are praised and encouraged by staff for their efforts. For example, when naming colours and types of fruit or repeating difficult words, such as the names of planets. Children develop basic

numeracy skills from a young age to enhance their future economic well-being. For example, children are encouraged to develop their counting skills throughout everyday routines, such as counting pieces of fruit at snack-time, singing along to number rhymes and counting bricks as they construct a tower. Children confidently explore a variety of creative materials, such as paint, malleable materials, collage, sand and water. They freely access these materials to represent their feelings, thoughts and ideas. Staff effectively support them to extend learning, such as building a space ship from recycled materials.

Children's health and well-being is effectively promoted, due to staff's appropriate procedures within the daily routine for minimising the spread of infection and dealing with illness and accidents. Children are provided with some opportunities to take part in physical activity, both indoors and outside, for example, they play parachute games, throw and catch balls and bean bags. They learn about healthy eating, through activities and enjoy healthy foods at snack-time. Staff's vigilance and basic written risk assessments ensure that children are cared for in a mostly safe environment. However, some potential hazards, such as those from trailing electrical wires or those on outings have not been effectively identified to fully ensure children's safety. Children are also taught to keep themselves safe as part of their everyday routine. For example, they are reminded how to use scissors safely and they learn how to cross roads during outings and activities.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

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.