

# Tottenham Green Community Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	140454
<b>Inspection date</b>	22/06/2009
<b>Inspector</b>	Jennifer Liverpool

<b>Setting address</b>	Tottenham Green Leisure Centre, 1 Philip Lane, Tottenham, London, N15 4JA
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<b>Type of setting</b>	Childcare on non-domestic premises
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## **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).

## Description of the setting

Tottenham Green Community Nursery opened in 1984. The nursery is managed by a management committee that consists of parents of the children attending the nursery. The nursery operates from a large hall with an enclosed outside play area in Tottenham in the London borough of Haringey. It is open each weekday from 08:00 to 18:00 for 49 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 40 children from two years to the end of the early years age group may attend the nursery at any one time. There are currently 48 children from two to under five years on roll. Of these 13 children receive funding for nursery education. The nursery supports children with learning difficulties and children who speak English as an additional language.

There are 10 members of staff, all of whom hold early years qualifications to NVQ at level 2 or 3. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the early year's provision is satisfactory. Children receive appropriate care and they are sufficiently progressing in their learning and development as a result of staff's sound teaching methods. Children's health is maintained and most aspects of their safety are appropriately catered for; however, some requirements are not fully met. Appropriate steps are taken to promote positive attitudes to diversity and create a welcoming environment for children and their families. The management is aware of some of the areas that are in need of development and appropriate steps have been taken to review practices and enhance the outcomes for children.

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

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

- ensure that the curriculum plan clearly shows what children are intended to learn from the activities provided and how these activities are adapted to meet children's individual learning needs
- ensure that children are consistently monitored and assessed across the full range of the six areas of learning in order to accurately reflect their achievements towards the early learning goals
- strengthen partnership with parents by establishing systems to involve parents in the reviews of their children's progress

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

- conduct a risk assessment for each type of outing to ensure that children are kept safe whilst on outings

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- (Safeguarding and promoting children's welfare)
- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters [change of the management committee members]  
(Documentation)

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## **The leadership and management of the early years provision**

Staff's sound knowledge and understanding of child protection issues and first aid promotes children's welfare within the nursery. There are good systems in place for safe arrival and departure of children as closed circuit television is in operation on the premises and children are unable to leave the premises without a suitable adult. Overall, most mandatory records are in place, confidential and maintained in ways which generally guarantee the safe and effective management of the nursery; however, the nursery has not yet conducted risk assessments for when taking children out on trips. This is a requirement.

There are appropriate systems in place to support children with additional needs, which include close liaison with parents and outside agencies to ensure that the children's needs are planned for and met. Appropriate support is provided for children learning to speak English as an additional language and some staff are able to speak two or more community languages. A range of resources reflect positive images of all aspects of society. This helps children to learn to acknowledge and accept differences. There is a balance of adult led activities and child initiated play and staff work closely together ensuring a consistent approach to the daily routine for children. Staff have sufficient understanding and skills in supporting children's learning, which enables children to progress towards the early learning goals. Parents report that they are pleased with their child's development, the welcoming atmosphere and the service that is on offer. Whilst staff ensure that parents are kept informed of their children's general wellbeing and progress, parents are not yet encouraged to contribute to their child's assessment.

The management team are clear about their role and responsibilities with regards to safeguarding children, however, at this time, the notification of the changes to the members of the management committee has been overlooked. This is a breach of the welfare requirement. Improvements have been made to the quality of care and learning for children since the last inspection, which promotes children's welfare, learning and development. The management team has begun to monitor and assess the strengths and weaknesses of the nursery and together with staff have identified some ways to continue to improve the outcome for children.

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

Children are well settled in a warm and welcoming environment. Gentle reminders and picture exchange communication cards on wall display help new and younger

children to become familiar with the daily routine, developing their self-confidence. Children are forming good relationships with their peers as they learn to share and take turns during art and craft, dressing up and when making fairy cakes. Older children are beginning to negotiate with each other as they make decisions about how to link the train tracks together. Children enjoy a variety of opportunities and experiences from the activities that are available each day and they are making sound progress in their learning and development.

Staff are generally aware of most children's abilities when they start as key workers obtain information from parents about children's starting point in order to build on what children already know. However, on occasion, this information is not always obtained. Staff make regular observations, record children's achievements and identify the next steps for each child, though children are not always consistently monitored across all six areas. It is not always obvious in written plans that the six areas of learning are well covered, however, photographs, and samples of children's work and observations of children at play show that children are provided with a range of activities in all areas of learning. At present, activity plans do not clearly show what children are intended to learn from the activities provided or how activities are adapted for children with additional needs. In spite of this, staff interact well with the children, intervening appropriately to explain, give guidance and to ensure that resources and activities are accessible to every child.

Children demonstrate a growing vocabulary that is promoted through informal discussion as well as during whole group activities, such as circle time session where they are encouraged to reflect and share their experiences. Children enjoy listening to stories and they select books independently throughout the session. In addition, children are able to use factual books to look for pictures of mini beasts. Children are encouraged to recognise their own names when collecting their name cards on their arrival. Well stocked writing tools and materials are available; younger children enjoy mark making and some older children are able to write their own name on their work. Children are able to practise their skills in counting, sorting, matching and measuring in adult led activities. Younger children are developing an awareness of problem solving when finding the correct piece of puzzles recognising shape and size, whilst older children are encouraged to count the appropriate number of cups needed for all children. Good opportunities are provided for children to learn about and care for living things. For example, children help to feed the hamster and gold fishes; they use a magnifying glass to examine worms, ants and the eggs of stick insects.

Children are generally kept safe on the premises as staff carry out daily visual checks indoors and outdoors throughout the day to reduce potential hazards and they remind children how to keep themselves safe. However, staff have overlooked the need to conduct a risk assessment on the cafeteria, a part of the premises that children access daily to eat their lunch. In addition, this area at times is also used by the public. Children benefit from nutritious meals that are cooked on the premises and daily selection of fresh fruits help them to understand foods that are good for them.

Fresh drinking water is available at all times and children confidently help themselves. Good daily routine and explanation help children to understand that

washing hands after visiting the toilet and putting their hands on their mouth when coughing reduces the risk of passing on germs.

Children eagerly use the outdoor area to chase one another, ride tricycles and scooters, climb and play football.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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