

Camden Road Nursery

Inspection report for early years provision

Unique reference number	EY314149
Inspection date	09/03/2009
Inspector	Liz Corr
Setting address	City & Islington College: Centre for Business, Arts and Technology, 444 Camden Road, London, N7 0SP
Telephone number	0207 700 8790
Email	
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

Camden Road Nursery was registered in 2005. It is one of two nurseries run by City and Islington College. It operates from the Camden Road campus of the City and Islington College. Children have access to a large playroom and toilets. An enclosed outdoor play area is also available. The nursery is open each weekday from 08.40 to 17.20 during term time.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the nursery at any one time. The nursery currently supports children with English as an additional language. There are currently 50 children aged from one year to under five years on roll, some in part-time places.

There are seven members of staff, all of whom hold appropriate early years qualifications. The nursery provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are well cared for by a consistent staff team. The environment is well organised and inviting to children. Themes and activities are well planned which help children make progress towards the early learning goals. Parents are welcomed into the setting and their involvement in their child's learning is encouraged. The staff team are committed to updating their knowledge through regular training. Systems to evaluate the service are well-established and help to make continuous improvements for the service and 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:

- continue to develop knowledge of the Early Years Foundation Stage guidance to record children's starting points and to develop planning for each child's continuing development
- ensure there are confidential systems in place for recording complaints
- improve the organisation of the key person system for children at lunch times

The leadership and management of the early years provision

The nursery is well-led and managed. The manager and the staff team are committed to evaluating the provision. Consequently they are able to identify the strengths of the setting and areas for development in order to maintain continuous improvement. The staff team have observed that the outdoor area does not fully promote physical challenges and as a result have organised funds to increase their

physical play equipment. Recommendations from their last inspection have been addressed and are fully integrated into the service.

Parents are warmly welcomed into the setting. Good information is provided to ensure they are informed of their child's daily progress. A clear display of policies and procedures are available at the setting, including their complaints procedure with details of how to contact the regulator. However, confidential systems for recording complaints have not been established. Staff are working in partnership with parents to encourage their involvement in their child's learning. A selection of children's books are available for parents to loan and share with their children. Activity cards are also being introduced with suggestions for parents to continue children's learning at home during everyday activities. Children have enjoyed taking Bertie the nursery's teddy bear, home for weekends and holidays. A selection of photographs illustrate Bertie's travels with the children.

Children are safeguarded as staff follow effective child protection procedures to ensure that any concerns are appropriately recorded and reported. Regular risk assessments of the premises take place to promote children's safety. Staff are well deployed to ensure children are well supervised both indoors and out. All staff are first aid trained which ensures that children are appropriately cared for if they become ill or have an accident. There are secure systems for ensuring that all staff are appropriately vetted before they begin working at the setting.

The quality and standards of the early years provision

Children benefit from well organised themes and activities which promote their learning and enjoyment. Staff have a comprehensive knowledge of the Early Years Foundation Stage and use this to provide a welcoming learning environment, that offers children a wide range of interesting activities. The staff are currently updating their systems for observing and assessing children's development and planning for individual children. Information regarding children's individual needs is gathered at the point of admission. However, this does not contain sufficient details to evaluate children's initial progress at the setting. Effective systems have been developed for sharing children's progress with other professionals such as local schools. The current theme is based on people who help us. Staff have organised equipment and activities to promote children's learning both indoors and out. Staff have made good use of local resources and children have had visits from the local road safety team with further visits planned from the fire service and police. Children enjoy seeing themselves as they watch a recording of the recent road safety visit on the computer. Staff help promote their learning as they remind them of the purpose of the visit. Staff plan the environment well as they make good use of outdoors to continue their theme. During outdoor play children take turns and learn about safety as they drive the toy car and use the child-size pedestrian crossing. Staff remind them to wait for the lights to change before they can cross the road. Indoors the environment is attractively displayed with posters and children's artwork relating to this theme.

Children have good opportunities for developing their independence skills as they easily access drinking water and fresh fruit from the refreshments table. They are

learning about good hygiene as they regularly wash their hands. Staff promote their understanding as they explain that it is important to use soap as this will wash away any germs before they eat or take part in cooking activities.

Lunch time is a social occasion as children sit together to eat their packed lunches. Children are learning about different cultural foods as staff explain where the different foods are from. Lunches are stored in a refrigerator to ensure they are kept fresh. The nursery has recently supported parents who requested facilities for hot food. Parents are now able to bring lunches stored in a thermos flask. However, the organisation of the Key Person system has not been fully utilised at lunch time to ensure that children's individual needs are fully promoted.

Children are well behaved and receive regular praise and encouragement during activities. When a group of children dress up, they are encouraged to look at themselves in the mirror. They are visibly pleased as staff remark on how good they look in their outfits, this promotes their confidence and self-esteem. Children are encouraged to share with their friends, however, when occasional squabbles occur staff gently help them to resolve their conflicts. When one child becomes upset during a tidy up activity, staff provide more child-size brooms so more children can be involved. Children benefit from a well organised environment which allows them to play inside or out when they choose. Staff have evaluated that this has helped the children to feel calmer and has a positive effect on their behaviour and well-being.

The setting is committed to promoting an inclusive service. Staff value children's different cultural backgrounds and share their own backgrounds with children during singing and cultural celebrations and activities. Children enjoy music and singing sessions which are made more enjoyable as one member of staff plays a guitar. Children are learning to count in a range of other languages during group time. During a cooking activity the children take part in making Irish soda bread. They take turns to squeeze lemons and staff explain this will sour the milk which is needed for this bread. They are learning mathematical skills as staff explain how to measure the ingredients. When the bread is placed in the oven staff show them the timer which will remind them when the bread is cooked. This further promotes their understanding of mathematics as they learn the concept of time and how many minutes they must wait.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

There have been no complaints made to Ofsted since 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.