

The Hub Nursery

Inspection report for early years provision

Unique reference number	EY282800
Inspection date	06/07/2009
Inspector	Vivienne Rose

Setting address	Eastlea Community Resource Centre, The Hub, 123 Star Lane, London, E16 4PZ
Telephone number	020 7474 2102
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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 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

The Hub Nursery was registered in 2005 and is one of eight nurseries which are privately owned by The Foundations for Learning Partnership Ltd. The nursery is situated in the Canning Town in the London borough of Newham. It operates from two rooms, one for two to five years the other for babies under two years. There are toilet facilities, including a disabled/adult toilet, access to a kitchen and office. Children have access to an enclosed, outdoor play area. The nursery is fully accessible.

The nursery serves the local area. The nursery is open for five days a week all year round except for bank holidays. Sessions are from 08.00 to 18.00 for 52 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 33 children may attend the nursery at any one time. There are currently 33 children aged from three months to under five years on roll, some are in part-time places. The setting provides funded nursery education for three and four-year-olds. The setting currently supports a number of children with English as an additional language.

There are eight members of staff, all of whom hold appropriate early years qualifications. Two are working towards a higher qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Staff know the individual children well and provide them with a generally caring environment. Although, there are areas to safeguard children's welfare which are not met. The provision for the learning and development for older children is generally secure, however, the challenges provided for younger children and babies are less effective in their implementation. Insufficient information is shared with parents to ensure that individual learning needs are met. Children play in an environment where there are clear weaknesses in the organisation of activities and resources to fully promote children's learning and development, in particular those to encourage children's understanding of the wider world. There are no systems to evaluate the setting's practice, although the new manager is aware of the weakness in the staff's limited knowledge of the Early Years Foundation Stage (EYFS). The setting has made some progress in meeting the recommendations made at the last inspection.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- make sure that information is maintained and accessible to ensure that all those working with

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children are suitable to do so (Safeguarding and promoting children's welfare)

- ensure that there is an appropriate safeguarding policy in place and make this accessible to parents

(Safeguarding and promoting children's welfare)

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- develop staffs' knowledge and understanding of the requirements of the Early Years Foundation Stage in order to develop the system for observation, planning and evaluation of children's learning to ensure that all children have a valuable and challenging learning experience (Organisation)

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To improve the early years provision the registered person should:

- ensure that the emergency evacuation procedure is practised on a regular basis to ensure children become familiar with the process
- develop staff awareness of the risk assessment process to ensure that all hazards to children are identified and acted upon to ensure their safety
- increase the opportunities for children to link the sounds to letters; provide further opportunities for children to develop their knowledge and understanding of the wider world and diversity through activities that encourage children to talk about, value and develop an understanding of their own and other's cultures, religions and backgrounds
- develop opportunities to develop parent partnership working and sharing of information about children's developmental progress and their next steps for learning

The leadership and management of the early years provision

The management of the nursery clearly understands that children require good levels of supervision; however, the systems to ensure that information is maintained on staff on the premises to confirm the suitability of staff to work with children are not always accessible or sufficiently robust to ensure the safety of the children. This impacts on children's well-being and security.

The setting does not hold regular emergency evacuation procedures to ensure that children learn about the process and how to stay safe. The maintenance of an attendance register, secure entrance system and visitor's book are in place, which protects the welfare of children. Children are generally secure and safe as risk assessments are in place, although these systems are not always rigorous enough to recognise hazards to children, for example, trailing wires and tripping hazards and broken furniture. Although staff have a sound understanding of how to safeguard children in their care and all incidents and accidents are recorded effectively, the staff are not always aware of confidentiality and there is no written safeguarding procedure in place. In addition, staff are unsure of who to go to should concerns arise about children. This is a breach of regulatory requirements. There are named qualified first-aiders on site at all times to protect the good health of children should an accident occur.

Appraisals of staff performance take place, although these are not on a regular basis to ensure that staff can evaluate their performance and training needs effectively. Staff have attended some training on the EYFS, but this has had a limited effect on their knowledge and understanding and its implementation. Overall, the systems for self-evaluation are weak to ensure that managers address what they are good at and what they need to improve. Staff and parents informally exchange information and there is a daily record sheet of children's routines in the baby room. However, there are no formal systems in place to exchange information with parents, to share information with partners about children's progress and development, or to plan for children's next steps in learning.

Resources and activities to promote children's understanding of equality of opportunity and knowledge and understanding of the world are limited and do not support children to learn effectively about the wider world. While the setting provides the parents with a set of policies and procedures, the complaints procedure and the safeguarding procedure are not available to them to ensure that they are aware of the procedures to be followed should they have concerns or concerns be raised about their child.

The quality and standards of the early years provision

The setting offers a generally welcoming environment for children and most of them are happy to enter the setting happily and leave their main carers with ease. Most children settle well into the nursery routines and staff request information on children's likes and dislikes and preferences to provide continuity of care. Parent's supply information about the children's dietary and medical needs and there is permission for emergency treatment. However, the information provided on children's needs and backgrounds is not always made available to staff to ensure that the overall needs of the children are met, for example, the child's home language.

Staff are beginning to develop systems to promote and plan for children for the EYFS. However, staff's limited understanding of using the Learning and Development requirements limits their ability to plan effectively to ensure that children's individual needs are met. Older children enjoy their play and are motivated and eager to learn and staff's spontaneous reaction to their needs generally supports their learning, for example, children enjoy painting the fence in the outdoor area. Staff working with this age group show a good knowledge of their individual needs and are able to support their progress. However, the challenges available for younger children and babies are less effective. Staff are beginning to develop 'learning achievement' folders for each child, containing observations and photographs which are used to illustrate children's achievements. However, planning does not always reflect the current needs of children.

Older children develop independence skills by pouring their own drinks, taking themselves to the toilet and clearing away their plates. While staff do not always encourage babies to feed themselves to support their independence skills. Children

are sociable they approach visitors to the setting and are keen to engage with them and to discuss that 'they are going on train and that they need a ticket'. Most resources are easily accessible and are appropriate for their age and stage and level of development. However, the access to a variety of resources and activities available for the babies throughout the day is limited to fully meet their needs. Children are not always able to access all that is on offer to support all their areas of learning and development to enable them to make choices in their play.

Children enjoy good relationships with staff who are well deployed to support their emotional needs. Children make good relationships with their peers, for example, when they play imaginary games washing the dollies in the water tray and drying them, finding a towel to wrap them up 'because they are cold'. Children's behaviour is generally good as staff use praise for achievements, expecting the children to share toys. Children learn to cooperate whilst they play and generally understand why the boundaries are set.

Children use various materials to develop their imagination, including string painting and finger painting. They enjoy singing the 'good morning how are you' song together. However, the home play area is less inviting to children and is not used by them effectively to promote the involvement of children. Opportunities for children to count and use number names and to learn about shapes such as square and conical are provided. Children enjoy counting the bean bags that they find hidden in the garden and they learn to take their turn when they line up in the garden. Staff sing number rhymes and songs with the babies. However, there are fewer opportunities for children to learn about problem solving in everyday routines.

There are moments when spontaneous learning occurs when children talk about the ladybird in the garden and where it lives to develop their knowledge and understanding. Younger children communicate with staff using non-verbal gestures and body language to make their needs known, for example, taking the staff members hand when they want to play with the bricks. Older children fully appreciate books as staff provide a well organised story time and children listen and take part, enjoying the 'Shark in the Park' story as they join with the story line which is well known to them. The book area is inviting and older children are beginning to write the letters of their name, although children rarely access the books independently and the staff do not fully promote the sounds and letters and words to encourage children's awareness and the use of the correct use of letters. However, access to books for younger children is not prioritised by staff. Children enjoy mark making using chalks, pencils and the diaries which are provided, however, there is a limited focus by staff on this area to fully promote children's learning.

Staff recognise the use of the outdoor area as essential for all children's development. Older children can easily access drinking water to ensure that their health needs are met and that they do not become de-hydrated, however, younger babies have less access to ensure their well-being. Children enjoy their snack time when they sit together, however, staff do not make the most of this time to discuss the benefits of healthy eating with children and snacks do not always contain healthy contents, for example, crackers and jam.

Children enjoy fresh air and exercise each day. They have opportunities to develop large muscle skills and coordination when they learn to balance, peddle on cycles and to kick balls in the garden area to promote their emerging skills and coordination.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

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?	4
How well are children helped to stay safe?	4
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?	4

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