

Minik Kardes Day Nursery

Inspection report for early years provision

Unique reference number	EY314290
Inspection date	03/06/2009
Inspector	Liz Corr
Setting address	53-55 Balls Pond Road, Islington, London, N1 4BW
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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).

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

Minik Kardes Day Nursery opened in 2005. It was previously registered in 1995. It is run by a voluntary management committee. It operates from purpose built premises in the Balls Pond Road, in the London borough of Hackney on the borders of the London Borough of Islington. A maximum of 57 children may attend at any one time. Children have access to rooms on three floors and a secure outdoor play area. The nursery is open each weekday from 08.00 to 18.00 for 49 weeks of the year. There are currently 41 children in the early years age group on roll. This provision is also registered by Ofsted on the voluntary and compulsory parts of the childcare register.

The setting offers a bilingual service, the majority of children attending are from Turkish, Kurdish or Turkish Cypriot families. The setting provides an outreach service to support the families within their community. There are 15 permanent child care staff, 13 of whom hold a recognised early years qualifications and two staff are working towards a qualification. The setting receive support from the Hackney Learning Trust and Islington Early Years Service.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children receive good quality support from a well-organised staff team. The setting promotes inclusion extremely well and has secure partnerships with parents. This is a strength of the setting which ensures children and their families are welcomed and valued. The setting has a positive attitude towards continuous improvement and regularly meet together to evaluate their practice. Good systems are in place to evaluate and assess children's learning and to continue to develop their knowledge of the Early Years Foundation Stage (EYFS).

What steps need to be taken to improve provision further?

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

- reorganise meal times for older children to provide opportunities for conversations to promote their thinking and understanding
- continue to develop knowledge of the Early Years Foundation Stage guidance to record children's starting points, plan, monitor and assess their progress.

The leadership and management of the early years provision

The setting is well-led and managed. Staffing arrangements are organised to ensure that children are cared for by staff that are well known to them. Staff practice the Key Person system to promote children's feeling of security and attachment. This ensures that any personal care is carried out by their key worker. Consequently children are settled and happy. Children are well-supported

throughout the day as staff are well deployed to ensure children receive good attention. The good organisation of the setting ensures that support staff are available at meal times and periods when the core staff take their breaks. This means that the ratios of adults to children are met.

Regular meetings are attended by the staff team and are used to reflect on their practice and identify areas for improvement. Consequently the setting is making continuous improvements to all aspects of the service. Children benefit from the strong partnerships between the parents and staff. This helps to support the care of the children as staff are made aware of information about children's individual needs. Parents are very much encouraged to be involved in their child's learning as they are provided with regular information about their child's development. Seminars are organised for parents and take place in the evenings, including topics such as the benefits of creative activities and behaviour management. Parents are regularly consulted about the service and have opportunities to make suggestions including ideas for future seminars. The setting works well to support children with any learning difficulties and/or disabilities. Parents are fully consulted and provided with good information about local support services.

Children are safeguarded as the setting follows secure procedures to promote children's safety and welfare. Visitors are clearly identified before they enter the building and records kept of their times of arrival and departure. Robust recruitment and induction procedures ensure the suitability of the staff at the setting. Regular meetings and training opportunities ensure staff are well-informed of new child care initiatives.

The quality and standards of the early years provision

Children have secure relationships with staff who operate a Key Person system. During meal times babies and toddlers are provided with good support and supervision as they sit closely with their key worker. Personal care such as nappy changing and sleep time is also provided by their nominated member of staff. Consequently children are happy and secure in this environment.

Many children at the setting are bilingual and they are provided with excellent support as most staff speak to them in English and their first language. This provides an excellent opportunity to promote children's self-esteem as their home language is valued and supported. Children whose first language is English are provided with very good opportunities to learn another language as well as developing skills in English. Children are captivated as they listen to the story of the Gingerbread Man both in Turkish and English. Their learning is consolidated as staff help children to recall their previous involvement in the story as they look at photographs and pieces of their artwork which are displayed. During the settling-in period children are provided with extra comfort and reassurance as staff speak to them in their home language which helps ensure children can communicate their needs well during the transition period from home to nursery. Children's appreciation of cultures and beliefs different from their own are nurtured as they celebrate a range of different festivals. Children also took an active part in an African drumming session, photos of this are displayed around the setting. Regular

visits are organised to a local market where a wide range of African and Caribbean fruits and vegetables are sold.

Staff at the setting have a good understanding of the EYFS and as a result children are provided with many good opportunities to help them make progress in all areas of learning. Activities are planned in advance and are also aimed to focus on children's interests. The staff team recently identified the need for training specifically relating to children's interest in super heroes and guns. Staff have developed methods to plan around children's interest in this area in with positive results. The setting has developed activities where children learn about the emergency services and how they help save lives. Children's interest in Spiderman has been linked to understanding how tall buildings are made using resources such as their large wooden bricks. Consequently what was originally perceived as a negative issue which sometimes impacted on behaviour has become a tool for further learning. Children's development and interests are recorded using photographs and samples of their art work. Observations of children's development are recorded although not all have details of how the next steps in their learning and development. Systems for recording children's starting points to help assess their initial progress are working well for children within the setting as they move to different group rooms. However this has not been fully established for new children at the setting. The staff have identified through their processes for self-evaluation that they wish to continue to build on their EYFS knowledge in order to help children make progress towards the early learning goals.

Meal times for the older children are generally well-organised, staff sit with the children as they have lunch together. Children have good opportunities to serve themselves and enjoy healthy freshly cooked meals. However, due to the large group of children at meal times noise levels tend to rise. Staff have identified that the large group does not working promote a calm atmosphere. Conversations between staff and children are generally about their meal and this includes some discussions about why certain foods help them to grow. However, this time is not used as an opportunity for conversation to further promote children's thinking and understanding by taking part in conversations to promote their learning.

Children access a stimulating learning environment with a good range of play equipment. Resources are at their level which means even the youngest children can make choices and initiate their play. During a water play activity toddlers are able to easily reach the water tray. Sometimes they add items from their environment into the water such as tissues and play dough. Staff calmly acknowledge their interest as children manipulate the soggy dough and encourage them to bring it back to the activity table. Young babies sit in appropriate low chairs and access a small tray of water they enjoy splashing the water and getting wet. The staff support them as they sit close by talking and laughing with them. They carefully monitor when they are ready to get dried and have a change of clothes.

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?	1
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?	1
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

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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