

ECC nursery

Inspection report for early years provision

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Inspector Jennifer Liverpool

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Type of setting 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).

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.

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Description of the setting

Emmanuel Christian Centre Nursery has been registered since 1984. The setting is managed by a committee made up of parents and community members of the church. It is located in a church community centre in Walthamstow within the London borough of Waltham Forest. The setting operates from two rooms and also has use of a large hall for indoor physical activities. There is an enclosed garden for outside play. The setting is open each week day from 9.00am to 12.00pm term time only.

The setting is registered to care for a maximum of 28 children from two to under eight years at any one time. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 18 children on roll in the early years age range and all are in receipt of nursery education funding. Children attend for a variety of sessions. At present, the setting is not operating a provision for after school care. The setting supports a number of children who speak English as an additional language.

The staff team consists of seven staff members and all hold early years qualifications. The setting receive support from the local authority. They are currently participating in a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The comprehensive safeguarding procedures fully promote children's safety, security and good health. All children are making good progress from their starting point because of the full range of learning opportunities available, which are accessible to all groups of children and individuals. Effective partnerships with parents, external agencies and other providers successfully promotes inclusive practice, thus enabling all children to enjoy and achieve alongside each other. The quality and effectiveness of self-assessments, quality assurance schemes, meetings and appraisals ensures that there is a strong vision to continually improve 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 parental consents are obtained prior to children's start date
- raise children's awareness of different languages and scripts other than English and ensure that these are displayed at child's height

The effectiveness of leadership and management of the early years provision

Children's welfare within the setting is safeguarded through stringent child protection and safeguarding policies. Which enable staff to quickly recognise if a child is in danger and how to proceed if they have any concerns. Regular risk assessments and daily visual checks enable staff to identify and quickly address potential hazards, this promotes children's safety. There are effective recruitment and induction procedures in place to ensure that children are cared for by suitable and experienced staff. The management actively encourage staff to undertake further childcare training courses, which helps to support the children and promote partnership with parents.

The management and staff successfully work in partnership with parents, which contribute considerably to children's wellbeing in the setting. Parents complete an initial assessment of their child that enables staff to have a good knowledge of children's needs, abilities and achievements. This information is used to plan for each child's care and learning. Most information is gathered from parents before children are placed in the setting, however, occasionally parental consent forms are acquired a week after they have started. Established links exist with external agencies and other providers that deliver the Early Years Foundation Stage. As a result staff review resources and activity plans to meet every child's needs. The staff use their initiative to adapt activities and provide challenging experiences that cater for children of various abilities. On the whole, the setting actively promotes equality and diversity.

The system for self-assessment helps the management and staff to have a clear understanding of their strengths and weaknesses in order to plan for the future. Recommendations from the last inspection have been tackled successfully; children benefit immensely from detailed assessments which reflect their individual learning needs and that are linked to planning, to ensure effective learning takes place. The setting's participation in a rolling programme of quality assurance schemes means that practice is evaluated constantly, to ensure continuous improvement in the outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children's uniqueness is known by staff. They find out about children's interests, how they interact with others and their favourite games through gathering information from parents and observing children on a daily basis. Staff identify and devise a plan to address the needs of children when they are new to the setting. For example, at the beginning of term greater emphasis is placed on helping new children learn about the daily routine, develop self-care skills and how to keep themselves safe. Staff observe and reflect on how children are using and responding to different areas of play. This information is used to make sure that all children are given good support in the activities of their choice as well as having the opportunity to try out new and different ones. All children make good progress

in their learning and development towards the early learning goals. This is because staff identify the next steps for each child and ensure that appropriate activities are included in the activity plans. This ensures that children, including those with additional needs and those who learn at a fast pace, are moved on in their learning.

Stories are accessible to all children through the use of a range of visual cues and story props; capturing children's attention, promoting concentration and developing communication and language skills. Overall, the environment is rich in print as there are labels on walls and posters displayed around the room. A good range of dual language books was produced at the inspection and some are available for children to access in the main play room and in the sensory room. There is also a selection of posters written in different community languages, though a few are displayed above children's eye level and others are not yet on display. This means that children do not always get to see print in different languages, so they can learn to become aware of and appreciate a range of scripts other than English. Children have access to writing tools and materials in the role-play area, enabling them to attempt writing for a variety of purposes using different forms; for example, appointment books and shopping lists. Information technology is provided and used well to support and promote children's learning. Many children demonstrate fine controlled hand movements when using the computer mouse and develop an awareness of the keyboard. This helps them to develop skills for the future.

Children are provided with first hand experiences where they can explore and discover how and why things work. For example, they plant hyacinth bulbs and learn about the life cycle of plants.

Children are able to express their creative skills very well through drawing, painting and in their imaginative play, as they pretend to be hairdressers and shop keepers. Children become aware of their own and other cultures through a range of resources, activities and when celebrating festivals. For example, children participated in the recent celebration of Christmas and celebrated other religious festivals such as, Diwali, Eid and Chinese New Year. They enjoy singing together as a group and are familiar with a range of songs. There is a variety of outdoor physical play equipment suitable for children of different abilities; allowing the younger children to gain confidence and the older children to have sufficient challenge to develop their skills. Children practise their balancing skills on beams. They benefit immensely from the use of a sensory room equipped with a variety of stimulating play equipment, that enables them to respond in a variety of ways to what they see, hear, touch and feel.

Children learn the importance of good personal hygiene through well organised daily routine. They independently wash and dry their hands before meals, toileting and at other times, such as, after using paints. A daily selection of fresh fruit and bread encourages children to develop healthy eating practices. Drinking water is available to children throughout the session, encouraging children to think about their own personal needs. Children have ample space to move freely and safely in the setting.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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