

Mutlu Yuva Happy Nest Day Nursery

Inspection report for early years provision

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Inspector

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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

Mutlu Yuva Happy Nest Nursery opened in 1984 and is managed by a voluntary management committee. It operates from a large room in the Fellows Community Centre in the E2 area of the London borough of Hackney. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 8.30am to 4.30pm during term time only. Children also have access to an enclosed outside play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children in the early years age group may attend the setting at any one time. There are currently 26 children in the early years age group on roll, some in part-time places. The nursery provides funded early education for three- and four-year-olds. They also support children learning English as an additional language and children with special educational needs.

The nursery employs four members of staff, including the manager. Of these, all hold appropriate early years qualifications. The manager has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have developed excellent relationships with parents and as a result are well informed of each child's individual needs. Consequently they promote children's welfare and learning successfully. The setting is committed to providing an inclusive environment which ensures that the needs of all children are consistently provided for. Self-evaluation and reflection are embedded into the ethos of the setting, resulting in a service that is continually improving and evolving to provide good 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 outdoor play facilities to maximise children's opportunities for free access and independent learning
- continue to enhance children's good progress towards the early learning goals by obtaining more information from new parents about their children's starting points in all areas and increase their involvement in their child's learning

The effectiveness of leadership and management of the early years provision

The nursery is efficiently managed to provide children with a safe and child-centred environment. The setting ensures that children are safeguarded; for example the systems for staff recruitment are robust and ensure that all adults working with the children are suitable to do so. Furthermore, staff are provided with very good opportunities to undertake regular training to update their knowledge. Effective induction procedures ensure that staff understand and implement the settings policies and procedures. Comprehensive risk assessments are carried out for both indoors and outings. Children are generally very well protected as risks are minimised. However, the risk from stinging nettles in the outdoor area have not been risk assessed. The management and staff are very aware of their responsibility to protect children from abuse as staff know what to do if they have concerns of abuse or neglect.

The staff team are very well managed and supported. As a result, they work well together to provide a challenging and welcoming environment for children. Good deployment of staff ensures that children receive very effective support for their learning and development. The setting is committed to working in partnerships with others. Consequently, they have developed excellent partnerships with parents who are very well informed about their child's daily progress and receive formal feedback each term about their child's progress towards the early learning goals. They know they can access their children's assessment records at any time and receive clear information about the setting at the beginning of the placement. Parents are regularly consulted about the service and invited to share aspects of their culture and background during specialised music and cooking sessions. The effective methods for communication between staff and parents results in any concerns being shared and acted upon. Parents participate in suggested activities to support children's emotional well-being including, the 'I'm special' activity which, is displayed at the setting This builds children's self-esteem and confidence. Strong partnerships with other professionals who provide support for children at the setting successfully promotes their learning, development and welfare. Furthermore positive links have been developed with local teaching staff to promote a smooth transition from nursery to school.

The management consistently support and inspire the staff team to continue to develop and improve the setting. Consequently the team are passionate about implementing new initiatives within the setting to promote good outcomes for children. Self-evaluation and monitoring of the provision enables the staff to identify areas for improvement. For example, the nursery plans to further develop the outdoor area to maximise opportunities for free access to outdoor play. They have very high expectations and use a wide range of resources to make improvements to the setting.

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

The staff team have a very secure understanding of the Early Years Foundation Stage (EYFS) so that children are provided with good opportunities to help them progress across all areas of learning. Staff regularly observe the children and assess their development using EYFS guidance. They carefully note children's individual interests and plan activities based around these. For example, children who show interest in story telling are encouraged to share this with their peers, they receive positive support and encouragement from staff which stimulates their interest and develops their confidence. Staff are keen to share children's interests and progress with parents. They have organised children's profiles so parents can easily access them. During termly feedback sessions staff provide parents with details of their developmental progress and useful ideas to extend children's learning at home. The setting has identified that they wish to improve systems for promoting all parents' involvement so they can contribute examples from home in the learning records. Consequently, this has been raised as a recommendation. Systems for recording children's starting points are in place and useful information is asked of parents at the beginning of their child's placement. However, this is not organised into all areas of learning. Children are provided with useful ways to develop independence skills. They confidently serve themselves at meal times and are learning to clear away their own plates when they are finished. They enjoy opportunities for learning useful skills such as cutting up fruit in small supervised groups. Toys and equipment are easily accessible which helps them to make choices and play independently.

The setting strives to provide a secure environment for children where they settle confidently with familiar adults. Home visits are offered to parents to introduce children to a familiar adult from the setting before they settle-in. Children build secure relationships with their key person and good communication ensures that other staff are well informed of each child's individual needs. Children benefit from staff's effective approach to promoting good behaviour. They provide clear examples of what is expected of them and provide positive feedback throughout activities. Consequently, children are developing good self-esteem which promotes their good behaviour.

Inclusion is a strength of this setting. A welcoming environment is provided and children's individuality celebrated. Staff are very aware of and provide for their individual interests and needs. Children who speak English as an additional language are extremely well supported as staff use a variety of communication techniques. For instance, staff are trained in sign language, use key words in children's home languages and use picture clues to promote their understanding of English. Children whose first language is Turkish are provided with excellent support as two members of staff share their home language. Staff provide highly effective support for all children in communication, language and literacy. They organise small groups to support children's language and encourage children's understanding of sounds and letters during everyday activities. For instance, as children experiment with shaving foam, staff link sounds to the letters of the alphabet. Children benefit from the enthusiasm of the staff who makes this an

enjoyable learning experience.

Children are provided with successful opportunities to promote their good health and develop an understanding of healthy living. They confidently wash their hands as and when they need to. Staff are good role models as they explain to children that they need to clean their hands when they come in from outside. During lunch time children are involved in conversations about the food they are eating and why it is good for their health. They enjoy meal times which are relaxed, social occasions and they make healthy choices from the well-balanced menus. Children eat at their own pace. Their food preferences are respected and staff ensure that children's individual dietary needs are catered for. Children are encouraged to try a wide range of different foods and staff respect their choices. One child confidently scrapes their pudding from their plate saying, 'It's nice but I don't like it'. Growing activities in the garden include, growing vegetables and salad which further promote their interest in healthy eating as they eat the produce they have grown.

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	1

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	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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