

Hill Top Daycare Nursery Ltd (Roof Top Nursery)

Inspection report for early years provision

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Inspection date	16/11/2009
Inspector	Gulnaz Hassan
Setting address	6 Ottaway Street, London, E5 8PX
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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*.

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Description of the setting

Roof top Nursery was registered in 2005. The nursery is situated in the London borough of Hackney. The premises consist of three children's rooms, bathroom, kitchen, office, a roof garden and side and front gardens for outdoor play. All areas with the exception of the roof garden are fully accessible. The nursery is registered on the Early Years Register to care for 42 children from six months to the end of the early years age group. There are currently 49 children on roll, including 14 children who receive the nursery education grant. The setting supports a number of children who speak English as an additional language and who have special educational needs and/or disabilities. The nursery is open each weekday from 8.00am to 6.00pm for 48 weeks of the year.

Children are looked after by 21 members of staff, some of whom work on a part-time basis. All staff have recognised early years qualifications. An early years professional is in place and a number of staff are working towards level four and degree courses in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development and they demonstrate an eagerness to attend the setting. The setting is led by an inspirational leader who motivates her staff and in turn is supported by a dedicated and high achieving team of staff. Together they have developed deep and far reaching knowledge of each child's needs and as a result they have successfully promoted children's welfare and learning to an outstanding level in the Early Years Foundation Stage (EYFS). An extensive long term self-evaluation has been carried out in consultation with staff, children, parents and carers as well as with local authority workers and outside consultants. The setting has set and met actions over and above requirements. This means that all of the priorities for development have been identified and acted upon and the outcome for continual improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop outdoor play areas for children

The effectiveness of leadership and management of the early years provision

All major aspects of the steps taken to safeguard children are exemplary. For instance, the risk assessments in place are extensive and every journey and outing

is rigorously assessed for safety. Individual staff's knowledge and understanding of child protection issues and procedures is excellent and this is matched by the extensive policies and procedures in place which further safeguard children and support staff. There are excellent systems in place that promote children's good health and well-being, including steps taken to prevent the spread of infection. In addition, medication, sickness and infectious illness procedures ensure the best interests and welfare of children, families and staff at all times. The record keeping and documentation, that is required for the safe and efficient management of the setting's organisation, is extensive, very well maintained and regularly reviewed and updated.

The nursery promotes excellent standards of inclusive practice with all children having opportunities to play with the very good selection of resources available. Displays, resources and artwork reflect the wider community. Adults support children and provide an enabling learning environment where children can access all equipment easily. Special events are celebrated by the children, recent festivals include Eid when children dressed in authentic costumes, painted their hands with henna and made Eid cards. The key person system, settling in and transitional processes are individually organised to meet the individual needs of each child. For instance, key staff spend time with children until they settle into their new group room, whilst communication and visits to new settings ensure that children make confident moves to school.

The setting continually and rigorously evaluates and reflects on their practice. The self-evaluation process has developed into a unique working document that has been owned by all persons, including the children, associated with the setting. This has resulted in an extremely effective tool in supporting and defining knowledge, understanding and practice of the EYFS. For instance, one of the areas for improvement identified was that autonomy and independence levels for children were lower at certain times during the day. As a result, staff have attended training in this area and have reviewed practice regarding engagement and intervention whilst children are learning, exploring and investigating. The management and leadership, staff and volunteers consistently set themselves new targets and review aspects of their practice to ensure that their methods are effective in meeting the needs of the children and their parents and that they are achieving the best possible practice and highest standards. The setting works in partnership with parents and they access and implement all necessary support, such as the 'Every Child a Talker' and 'Baby Effective Learning' programmes. These ensure that they are offering an exemplary service to the children and families they look after. The staff consistently attend training and update their knowledge and understanding of child development and the EYFS. In addition, the highly motivated staff are high achievers who are committed towards improving their professional qualifications so that more staff are now working towards completing level four management and leadership and degree qualifications.

Children benefit from the committed staff who work excellently as a team. Each room meets on a weekly basis to discuss observations, reflect on their practice and identify areas to be developed within their room for the children. In addition, monthly, supervision and room leader meetings enable staff to continually review and set targets. The manager has accurately assessed the strengths and areas for

improvement within the setting over and above requirements. Staff are keen to drive improvements, they have identified how they want the nursery to progress and improve, for example, by developing and extending the outdoor play area to enable more natural and accessible outdoor play to take place. All of the nursery's policies and procedures are up-to-date and underpin the excellent practice carried out by staff

All aspects of working in partnerships with parents are outstanding. A daily two way flow of information includes information about children's learning and development. Furthermore, daily diaries are completed by the key workers for younger children so that parents are fully informed about their children's daily practical care, meals and activities. There are excellent systems that ensure that parents work in partnership with the setting to share in the planning for children's learning and development. Pertinent information about children's starting points and developing interests are gathered and used to inform children's individual plans and goals for learning. Monthly meetings enable parents and carers to review and discuss children's progress and learning and to contribute and amend targets as required by parents and carers. The nursery has exceptionally strong links with the other agencies who are delivering the EYFS for children in their care. For instance, the same key workers collect children from the local school to ensure continuity of care and practice. Whilst the setting works closely with the local early years advisor the setting also supports local authority settings in promoting excellence in all areas of practice.

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

Children are making excellent progress towards the early learning goals. Children demonstrate an interest and enthusiasm for learning which the setting encourages and supports. Planning for children's learning and development is extensive and detailed, incorporating all the areas of learning into long, medium term and weekly planning. In addition, planning takes into consideration children's individual needs, abilities and interests. Planning also remains flexible so that chance opportunities for learning are taken advantage of to fully promote children's interest and understanding. For instance, children's expressed interest in the building site opposite the setting. This led to the setting organising a site visit where children learnt about safety, found out about the building work taking place and watched a digger in action. Children in the baby room enjoy listening to stories, such as 'The Gingerbread Man', they engage in role play acting the part of the baker and they use different forms of media to create their own impression of the key characters. In addition, children learnt new words such as 'snap, snap' and 'fox', the home corner was recreated into a gingerbread house and children enjoyed making their own gingerbread men. The daily and close observation of children's free play enables staff to extend children's learning and interests. For instance, staff noted that children in the home corner were pretending to make popcorn. The staff brought a popcorn maker into the setting and children were able to make their own popcorn. There are excellent systems in place to observe and document children's progress and capabilities; these include very effective plans for the next steps in children's progress and development. In addition, the variety of systems

for observations in place ensure that the key workers and all staff know children very well and are able to challenge and extend children's learning and development continually.

Children have access to a very good range of resources, play materials and books that reflect diversity, different cultures and disability. There are very good systems in place that ensure regular and planned discussion, activities and experiences that promote understanding of their own and other's backgrounds and origin. In addition, children are learning to respect and value the diverse community they live in. Children are exceptionally well settled, confident and they frequently demonstrate very good levels of independence, security and well-being in the care of the staff.

The staff demonstrate rigorous levels of commitment and dedication to promoting children's understanding of being healthy and safe. For instance, pictorial signs in the bathroom and vigilant staff communication help to remind children about hygiene procedures and processes that can help prevent ill health and minimise the spread of infection. Risks and hazards are sensitively discussed with children so that children learn about manageable risks and making choices about safety and behaviour that will lead to good outcomes. For instance, opportunities to discuss safety and accidents arose during a walk when children expressed interest in a car being towed away following an accident. Children enjoy healthy and nutritious meals and snacks that are provided by the setting. Children learn, through the food and snacks that they buy and prepare themselves, such as fresh fruit smoothies, how healthy foods contribute to good health. Children know why it is good for their bodies to exercise and spend time outdoors in the fresh air; they enjoy playing on the roof top garden and in the side garden's using a variety of outdoor play equipment and games organised by the staff. Children are learning to behave well; they learn to share and take turns, children are encouraged to think about their behaviour and to make choices that will not hurt others either physically or verbally. There are excellent systems in place to manage children's behaviour. For instance, staff and parents have attended a behaviour management workshop organised by the setting. This reinforced the importance of consistency as well as helping adults to understand children's behaviour and their contribution to it.

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?	1
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?	1
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	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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