

CMA Nursery

Inspection report for early years provision

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Inspection date	02/12/2009
Inspector	Anneliese Fox-Jones
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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

CMA Nursery registered in 2005 and is situated in Stamford Hill, in the London borough of Hackney. The nursery is run by CMA Trust Ltd. The nursery is for boys only and operates from two classrooms. The nursery serves the local Jewish Community and operates Monday, Tuesday, Wednesday, Thursday and Sunday from 8.45am until 4.15pm and on Friday from 8.45am until 12.30pm.

The nursery is registered on the Early Years Register to provide care for maximum of 55 children from three years to the end of the early years age group. There are currently 48 children on roll, within this age group. The nursery employs 13 staff; of which, two hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Many systems to safeguard children's welfare and to meet children's individual needs are not sufficiently robust. Some evaluation is made to identify aspects that will benefit children, although gaps in staff qualifications, knowledge of the Early Years Foundation Stage and lack of effective self-evaluation hinders the quality and consistency for children. Nevertheless, familiar practitioners working with children know them well, promote aspects of their welfare and generally have sufficient systems in place to ensure their safety and security indoors. Children behave well and are mostly happy and occupied, although are sometimes overly compliant and not effectively supported or challenged which hampers their ability to make progress and maximise their potential in learning and development. Despite this, the setting and its staff enjoy secure and sound relationships with the children, parents, carers and other professionals involved.

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:

- take necessary steps to ensure that at least one person who has a current paediatric first aid certificate in on the premises at all times when children are present (Safeguarding and promoting children's welfare) 18/12/2009
- request written permission from parents at the time of the child's admission to the provision, for seeking emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 18/12/2009

- ensure all supervisors and managers hold a full and relevant level 3 qualification and half of all other staff hold a full and relevant level 2 qualification (Qualifications, training, knowledge and skills) 18/12/2009
- ensure that sensitive observational assessments are undertaken in order to plan to meet young children's individual needs, with particular regard to identifying each child's achievements, interests and learning styles and using these to identify learning priorities for planning (Organisation) 18/12/2009
- ensure that the daily record of the names of children looked after on the premises, includes their hours of attendance and the names of the children's key workers. (Documentation) 18/12/2009

To improve the early years provision the registered person should:

- extend the educational programme for children's communication, language and literacy by promoting the children's awareness of the English language and writing systems, to give all children the best opportunities for effective development and learning
- extend risk assessments to include all areas accessed by the children, including the outside area. Pay particular regard to ripped cushions and hazardous play mats in the classroom
- develop the indoor and outdoor play spaces and resources to provide a rich and varied environment that supports children's learning and development
- create the right conditions to channel the natural exuberance, energy and keen exploratory drive of boys
- develop reflective practice, self-evaluation and quality improvement processes as the basis of ongoing review, to identify the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting does not effectively support children's welfare and learning. Whilst one senior staff member is effectively qualified in early years and has a sound understanding of the Early Years Foundation Stage, this is not consistent throughout the staff team. This has a significant impact on teamwork and in the setting's delivery of the Early Years Foundation Stage. Some records are suitably managed to ensure the safe management of aspects of children's welfare. For example, policies and procedures are reviewed to promote their effectiveness as working documents. However, whilst areas used by the children are generally safe, robust risk assessments for inside and outdoors are not fully developed to support the staff in managing these areas and any potential risks to the children. For example, in one classroom, torn soft play cushions and a turned up play mat are not effectively assessed to minimise hazards to the children. Staff generally follow suitable fire procedures although children and visitors' attendance is not accurately recorded, which limits

the safe management of children. Nonetheless, staff have an appropriate understanding of safeguarding children and the steps to take if they have a concern about a child. Child protection guidance and policies are readily available.

The environment is generally comfortable. A small selection of toys and resources are available for children both inside and outside, but because only a few are accessible at any one time this means children's choice and independence are often limited. Nonetheless, children are generally interested in what is available. There are weaknesses in planning that is targeted towards the whole group rather than individual interests, and assessment systems are rarely used, so are not effective in identifying children's next steps towards the early learning goals and challenging children.

The nursery is not effectively implementing systems for evaluating their practice, such as, undertaking a form of self-evaluation, in order to focus on areas needing improvement, to enable staff to develop their practice to fully support all children's welfare, learning and development. Despite this, the person in charge demonstrates a willingness to make improvements for the children in their care. Some recommendations from the last inspection have been addressed. Some records relating to children's health and safety are appropriately maintained. However, documentation regarding written parental consent for the seeking of emergency medical treatment or advice was not available at inspection and this is a legal requirement. It is also unclear whether any staff are sufficiently qualified in first aid. Which means that children's health needs may be compromised in an emergency. Partnership with parents and families is satisfactory. The nursery promotes informal, relaxed relationships with parents that offer individual settling-in arrangements and daily discussions that help staff to get to know the children. Sufficient information is obtained from parents regarding their children's needs to ensure they receive appropriate care. The nursery is aware of the importance of building partnerships with other settings and are developing these, to ensure consistency of care and learning once children transfer.

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

Some aspects of children's health are promoted appropriately. For example, they wash their hands before meals and they receive an appropriate diet which includes freshly prepared kosher foods. At times, children's independence is promoted as they are able to serve themselves at lunch. Children are also keen to play outside and have access to fresh air most days. Children are generally safe in the setting because the nursery maintains some safety precautions such as tall gates around the perimeter and closed circuit television to monitor the premises. Children are made aware of how to keep safe and avoid accidents happening to them, they are actively involved in road safety awareness, although this is compromised by other weaknesses in the provision. Nevertheless, children form sound relationships amongst themselves as well as with staff which helps them to feel safe and secure.

Outcomes for children in this setting are limited. Staff have a basic knowledge of the Early Years Foundation Stage and are not yet able to consistently implement

individualised learning or meaningful assessment systems. Consequently, children's progress is not effectively monitored and there are no clear strategies to set appropriate challenges and help children take the next steps in their learning. Despite this children enjoy building with plastic construction shapes and watching staff as they make complex models. They are able to develop role-play situations with the play kitchen and garage, although utensils and cars are not readily available to use with these. Children count and use positional and mathematical language in general play, when constructing three dimensional models and completing puzzles. Children's Yiddish speaking language is primarily promoted as they learn about the Jewish faith, to support their learning. However, alongside supporting many children's home language, the setting does not provide a sufficient range of meaningful contexts in which children have opportunities to develop English.

Children have regular timetabled opportunities for fresh air and physical exercise, where they use the same equipment each day. However, planning and resources do not allow for challenges in all areas of learning or for children to make choices to develop existing skills in a variety of ways. Nevertheless, some children are happy as they develop coordination on bikes and climb steps to the fixed play apparatus. The staff team provide a supportive environment for children, they are on hand to offer support. Children explore as freely as they can and enjoy sitting together for meal times with their friends. They play independently and in groups, thereby developing sound relationships with their peers. Children have limited independent access to a variety of books which hinders their appreciation of handling them and of further developing enjoyment of a wide range of stories. They have some access to mark making materials and participate mainly in colouring activities. Children have some opportunities to learn about the world around them as they learn about the Greeks, investigate how oil and water does not mix, and how a wick is used. Some boys have a natural exuberance, energy and keen exploratory drive, but this is not always channelled purposefully. Overall, children are unable to achieve and enjoy or develop skills for the future effectively because they are provided with insufficient opportunities to support them in making progress in their learning and development.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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