

Fullers Hall Community Day Nursery

Inspection report for early years provision

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Inspection date	16/11/2009
Inspector	Vivienne Rose
Setting address	64a Fullers Road, South Woodford, London, E18 2QA
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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

Fullers Hall Community Day Nursery is managed by a voluntary management committee. It opened in 1973. It operates from a large room within a purposefully converted Hall. The setting is located in a residential street in South Woodford in the London borough of Redbridge. A maximum of 30 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 8pm to 6pm for 51 weeks of the year. There are currently 36 children from two to under five years old on roll, some of whom attend part time. The nursery currently supports children with English as an additional language. The setting is registered on the Early Years Register and on the compulsory of the Childcare Register.

The nursery employs seven staff. The manager is supernumerary. All staff hold Early Years Qualifications. The setting provides funded early education for three and four-year-old and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is an innovative, well organised and safe environment where staff place a high emphasis on safeguarding children's welfare. Children make good progress and often outstanding progress in their learning and development. Excellent partnership with parents and external agencies have a positive impact on the children's well-being learning and development. Effective teamwork and positive relationships are a strength which ensures that children are happy and thoroughly enjoy their learning. The setting engages in on-going self-assessment at all levels which means that improvements are identified with well targeted actions. The improvements required since the last inspection have been met successfully. The setting has an exceptional capacity to build on this excellent practice in the future.

What steps need to be taken to improve provision further?

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

- increasing the opportunities for children to easily access resources to promote their understanding of the wider community
- using data analysis to further refine assessment information so as to gain a clearer picture of progress overall

The effectiveness of leadership and management of the early years provision

Staff are secure in their knowledge of safeguarding matters and implement these effectively and children's well-being is given high priority. Highly effective policies

and procedures for safeguarding children mean that children are keeping safe. Robust staff recruitment and monitoring procedures ensure that children are cared for by suitable adults, while effective steps are taken to record and supervise visitors further secures their safety. All staff hold first aid qualifications and there are several members of staff who have recently updated their safeguarding training. This ensures that any issues relating to child protection are promptly dealt with. Rigorous risk assessments daily, yearly and for outings and spontaneous emergency evacuation procedures ensure that children play in a safe environment.

The manager and staff are dedicated to their work and strive hard to provide a safe and dynamic learning environment. Children are encouraged to learn take responsibility and to become independent learners. Considerable emphasis is placed on children making choices and contributing to the nursery planning. As a result of this involvement each child receives enjoyable and challenging experiences across all the areas of learning.

The manager encourages staff development and supervision and yearly appraisals identify staff training needs. Staff enthusiasm and interaction with children demonstrates that they have a well- developed understanding of the Early Years Foundation Stage (EYFS). Together with staff, the manager constantly seeks ways to improve the quality of the setting and the outcomes for children. Staff, parents and management contribute to the nurseries highly effective self evaluation. The use of the outdoor area has been developed enabling free-flow throughout the day providing children with a good balance of child initiated and adult led activities. The setting is very well resourced with interesting high quality toys and equipment which are easily accessible to children to promote choices. Staff are deployed effectively to support children's learning both inside and outside. Monthly staff meetings give opportunities for evaluating all areas of the provision and identifying areas for improvement. For example, the setting has recently improved the technology and the garden areas for children. Staff continue to evaluate the use of the profiles for children and the continuity of record keeping.

The setting has developed effective links with a range of agencies this means that children with additional needs are supported. Recently the setting has taken the initiative to develop links with local schools to provide continuity for children who attend joint settings. Excellent partnerships with parents and carers ensures parental involvement in their child's welfare, learning and development. Parents are encouraged to contribute towards children's profiles, regular newsletters and the use of home to school packs further supports parents involvement. Parents speak highly of the of staff and comment upon the extremely good progress made by children as a result of their input. They particularly value the feedback and feel confident that if they should raise a concern, this will be dealt with promptly.

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

This is an exciting, stimulating very well resourced learning environment where all children's needs are central to the learning process. This gives excellent opportunities for children to be inquisitive and active learners. Children happily

engage in active learning through exploration sensitively supported by staff. Positive relationships mean that children are safe within their setting. They use equipment and woodwork tools safely when they make helicopters and aeroplanes and proudly paint them afterwards. Children are reminded to move around safely in the room and outdoors making sure that they do not harm themselves or others.

Children make very good progress in all areas of learning with some exceeding expectations in communication, language and literacy and personal and social development. In addition problem solving is given a high priority by staff. The learning environment and is rich with labelling, including translated words in children's home languages and the wide range of resources provided for children are accessible and stimulating. Throughout the nursery there is an extremely strong emphasis on promoting children's independence and choice.

Healthy eating is reinforced during lunch and snack time when children make choices from a wide variety of healthy options. There are effective procedures in place to prevent the spread of disease and infection. Children choose what they want for lunch from the lunch trolley asking for more potatoes or pie when they want it, finding their knife and fork and clearing their plates after they have finished. Children help prepare snacks, cutting the fruit and later making the bread which they eat at tea time. Children are encouraged to take responsibility for their self-care and to wash their hands before eating, after toileting, using crafts and after using the garden. Music and movement, a climbing frame, tyres, crates, large wooden bricks and stilts for balancing provide excellent opportunities for active physical play. This helps children to develop physical agility and self-esteem. As a result children move with confidence showing a good awareness of space. Children enjoy coming in the mornings using a self registering system which has photo images to help them to learn their names. There are plenty of opportunities for mark-making and children enjoy listening to stories and looking at books both inside and outdoors. Children particularly enjoy 'going on a bear hunt' using props in the garden area.

Sensitive observations and thorough assessment procedures highlight needs and identify next steps in children's learning and actively promote the uniqueness of each child. The procedures highlighting overall progress are less well developed. At 'recall' group sessions children are encouraged to play a full and active part in their learning. They are asked to choose what activities they have enjoyed today and which they would like tomorrow. This forms the basis of the planning to meet individual needs of children. In addition children contribute towards their own profile books adding photos, drawings and examples of emergent writing and alongside staff observations.

Staff are positive role models and reinforce good behaviour, thanking children for sharing and taking turns. Children know there are boundaries and adults always explain why they must listen to others speaking and to be nice to their friends. Children ask their friends 'would you like to come and play at my house later'? They engage in wide range of activities taking turns and make their own choices taking out the box of track, and waiting for their time at the computer patiently.

Children learn about differences through everyday activities understanding as they play with a variety of dressing up clothes and dolls. They produce cards and collages related to various cultures within the community and when they celebrate religious festivals and cultural events for example, Chanukah, Thanksgiving and Christmas. The staff have good knowledge of children's backgrounds and needs and take effective steps to make sure that additional are needs are met. For example, they learn words in the child's home language and asking parents to translate words that can be displayed to provide a welcoming environment. Children are beginning to learn to speak a few words in French and some staff communicate with children using Makaton sign language. The diversity of the staff team is an added strength, supporting cohesion between parents and children. While there are a variety of resources in place to promote cultural awareness and disability these are not always easily accessible to children. The manager has attended relevant training to support children with disabilities and/ or learning difficulties and is able to cascade this on to staff.

Children enjoy games and using musical instruments including taking turns on the piano to accompany others while dancing with streamers in the garden. This helps children to develop a good sense of fun and rhythm. Group times give children the opportunity to develop listening skills and to contribute to group discussion talking about family life and out of nursery activities. There are excellent opportunities for children to develop their understanding of letters and sounds and for learning name recognition. Problem solving and counting is supported when they count the children for snack time and learn to add and subtract how many cups they have and have they enough or too many for everyone. Children have access to computers, tapes and magnet games which supports their understanding of technology and simple science. They enjoy watching eggs hatch and to care for the large snails and plant sunflower seeds in the growing area. This helps children to learn to care about the environment and living things.

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	2
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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met