

City and Islington College Lifelong Learning Nursery

Inspection report for early years provision

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| Unique reference number | EY277242 |
| Inspection date | 18/11/2009 |
| Inspector | Liz Corr |
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| Setting address | 28-42 Blackstock Road, London, N4 2DG |
| | |
| Telephone number | 020 7704 7292 |
| Email | |
| 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

City and Islington College Lifelong Learning Nursery was registered in April 2004. It is one of two nurseries run by City and Islington College. It operates from the Blackstock Road campus of the City and Islington College. The nursery is accessed on the ground floor. Children have access to a large playroom and toilets. An enclosed out door play area is also available. The setting serves children from the local and wider community of the students at the college. The setting is open Monday to Friday from 8.40am to 17.30pm during term time only.

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 50 children in the early years age group on roll. The setting supports children who speak English as an additional language. The nursery employs seven members of staff, all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery promotes an inclusive environment that is well organised. Children benefit from a very well resourced setting where a good range of activities are organised to meet their development needs. Children are making progress towards the early learning goals as staff observe and assess their developmental progress. The management and staff team have developed effective systems to evaluate the strengths and weaknesses of the setting and consequently maintain continuous improvements to their service. The setting has developed effective partnerships with the parents which helps ensure the children's individual needs are met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop knowledge of the Early Years Foundation Stage guidance to record children's starting points and develop systems to fully involve parents by sharing children's individual interests
- improve safety by improving risk assessments for snack time

The effectiveness of leadership and management of the early years provision

Children are cared for in a welcoming and secure environment. Their safety is prioritised as staff effectively monitor the setting to ensure children are safeguarded. They benefit from the very secure systems in place to prevent unauthorised persons from entering the setting. Consequently, visitors are collected from the main reception only when they have been clearly identified by

staff. Children are learning how to keep safe as they are well supervised and staff regularly remind them of risks such as running indoors. Children learn how to keep safe in an emergency as their evacuation procedure is practised regularly with the children. However, the arrangements for snack time are not fully risk assessed to ensure younger children do not walk or run around whilst eating. The suitability of staff at the setting is prioritised and the provider ensures that the recruitment and vetting procedures are robust. Staff are provided with on-going support through supervision, appraisals and team meetings. The setting has an efficient self-evaluation process which helps maintain continuous improvement. The staff team are committed to improving their knowledge and skills and regularly update their training which further promotes their good practice. Recent improvements include the introduction of a cooked lunch for children at the setting replacing their previous system of packed lunches. Plans for improvements to the outdoor play area are in place and will extend physical challenges for children and increase the current space.

The setting strive to establish good partnerships with parents and carers so they may be fully informed about the setting. Good information is provided at the induction meeting at the start of the academic year as well as regular newsletters. Good communication between staff and parents each day provide up-to-date information and ensure children's individual needs are met. Staff meet regularly with parents to discuss children's progress towards the early learning goals and provide written reports to that effect, at the end of each term. Feedback from parents indicates they receive good information from staff about their child each day and they are happy with the progress their children are making.

The setting provides an inclusive environment where staff take time to find out about children's individual backgrounds. Consequently, staff know the children well. Children's home languages are well supported as the staff team speak a variety of community languages. One parent reported that this helped their child settle into the setting more easily. Children are developing a positive attitude towards people from backgrounds that are different to their own. They take part in a wide variety of celebrations including Black History Month. Parents also took an active part in these celebrations and children continue to recall the event as they enjoy watching the celebration on their computer. Children's art work for the recent Eid celebration is attractively displayed at the setting.

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

Children are happily engaged in well balanced range of activities and receive good support from staff to help them make progress towards the early learning goals. Staff have a secure understanding of the Early Years Foundation Stage (EYFS) and have identified this as an area for further development. They use organised systems of observation and assessment to help children develop in all of the six areas of learning. However, systems to record children's initial starting points at the beginning of the placement are not in place. The staff have devised several ways to involve parents in their child's learning. For example, they are encouraged to take home Bertie the toy bear and photograph his experiences. The nursery

provide a general hand out for parents which gives them ideas of how they can continue some of their topics with their children at home. However, there are no systems for parents and staff to share children's individual interests so these can be extended at home or the nursery.

Children benefit from a well organised environment where they are able to independently access play materials and take part in adult directed play. Good deployment of staff ensures that children receive appropriate support. Furthermore staff are skilled in using language to promote children's understanding and developing their thinking. Children are eager to learn new skills and are keen to investigate their environment. During outdoor play children excitedly gather around a member of staff who is showing them some insects that children have found in the garden. They are encouraged to use their magnifying glasses to watch the insects more closely. One child is asked what the spider might do outside while they have lunch. The child enthusiastically explains that the spider might be hungry like them. Children access a well resourced writing area and happily draw and practise their early writing skills. Staff provide good support as children develop and refine their fine motor skills. One child uses scissors to cut out pieces of paper. This becomes more difficult as they fold the paper over. Staff provide encouragement and explain they will need to use their muscles to squeeze the scissors. Staff support children to develop numeracy skills as they are encouraged to count the pieces of paper they have cut out, confidently counting up to nine. Children feel a sense of achievement as they complete their pictures and ask to display them on the walls at the setting. Staff happily ask children where they should place their pictures which further increases their confidence.

Children's good health is promoted as they take part in physical challenges on bikes and scooters and the fixed climbing equipment outdoors. They benefit from open access to the outdoor area where a broad and balanced curriculum is available. This provides children with the choice to play in or outdoors. Children are learning good hygiene as they regularly wash their hands during the day. Staff practise good hygiene as they wearing disposable gloves when changing nappies. Children have visits from professionals in the community who encourage their understanding of the importance of caring for their teeth. Healthy meals and snacks are prepared on the premises and are planned according to their individual needs and preferences. The chef greets the children warmly when he delivers their lunch to the setting. The children happily respond as he asks how they are today. They quickly settle down for lunch and confidently ask for more helpings. Staff share the menus with parents and offer advice to parents who ask about some of the dishes their children have enjoyed.

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

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| 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

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| 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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| 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

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| 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