

# Somers Town Community Nursery

Inspection report for early years provision

---

**Unique reference number**

EY402188

**Inspection date**

22/04/2010

**Inspector**

Helen Maria Steven

**Setting address**

Somers Town Community Association (Camden), 150  
Ossulston Street, LONDON, NW1 1EE

**Telephone number**

0207383 0382

**Email**

stcnursery@googlemail.com

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Somers Town Community Nursery was registered on this site in November 2009. It is organised and managed by Somers Town Community Association (Camden) and operates from premises in the Somers Town area within the London borough of Camden. They are based in a room on the first floor of the community centre accessible by stairs.

They are registered on the Early Years Register to care for a maximum of 18 children in the early years age range. They currently have 17 children on roll between the ages of two and four years. Children receive nursery education grant funding and the nursery is part of the 'Free places for two year olds pilot scheme'. The day care provision is open 48 weeks of the year between 9am and 5pm each weekday. Children attend a variety of sessions. The nursery supports children who speak English as an additional language and those who have special educational needs and/or disabilities.

A staff team of four, including the manager work directly with the children, all of whom hold recognised qualifications in early years childcare. Local authority advisory teachers provide additional support.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a friendly and welcoming environment, where their individual needs are supported well. Enthusiastic and motivated managers work with a dedicated staff team who have a positive approach to their work. They support the children and help them to make good progress in their learning and development. Managers have prioritised settling into the premises and are now seeking views from parents and others to identify the setting's strengths and priorities for development to inform their self evaluation, thus improving the quality of provision for all children. The staff have good working relationships with parents and other agencies in order to fully support children's development and learning. Most required documentation is in place and risk assessments are undertaken but are not fully developed for the new premises.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission is requested for each and every child to the seeking of any necessary emergency medical advice or treatment (Safeguarding and welfare)

22/05/2010

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

- improve the risk assessment to ensure hazards to children are kept to a minimum, for example, by reviewing the security of the premises when ventilating the hall; making safe the trailing wires in the playroom; including activities such as the use of the ball pool; reviewing the location of the fire exit signs and the regularity of fire drills
- continue to review and develop the learning environment and routines to further support and extend children's development and learning towards the early learning goals

## **The effectiveness of leadership and management of the early years provision**

Children are adequately safeguarded as there are effective recruitment procedures in place and staff are aware of their responsibilities to protect children in their care. This established nursery re-registered as they moved premises at the start of this year. Detailed risk assessments are in place for the whole community centre, including the nursery. However, these records are not signed and currently do not identify all potential hazards relating to the children, for example, trailing wires in the playroom, the ball pool and security when ventilating the hall. A fire evacuation procedure is in place, but this has not been practised since moving to these premises. In addition, fire evacuation signs do not clearly identify exits. Adequate numbers of practitioners have first aid training to ensure that they are able to respond appropriately in the event of an accident to children. The nursery staff are supporting children in settling into their new premises. The team are continually reviewing the organisation of the space to ensure the best use is made. The enthusiastic staff are well lead by a dedicated manager. An appraisal system is in place to monitor staff's development and there are opportunities to access relevant training to ensure that they have the knowledge and skills to work effectively with the children, thus demonstrating the management drive for improvements. The nursery is involved with the Every Child a Talker (ECAT) project which supports practitioners to create a developmentally appropriate, supportive and stimulating environment in which children can enjoy experimenting with and learning language.

Systems are in place to record required information for the smooth running of the setting, and to meet the needs of children. However, records regarding emergency medical treatment are not in place for each child as required. In addition some records do not always include sufficient detail, such as children's full names. The staff are currently using documents from the local authority for observation, planning and assessment to enable information to be transferred effectively across the borough in order to afford children a smooth transition into school. Staff have good knowledge of their key children and have individual plans for their development. The setting has yet to draw up a detailed self evaluation for this provision but the management's focus for improvements have been linked to settling children into the new premises and issues arising from evaluating the new environment.

There is a balance between adult led activities and free-play. The children benefit from free-flow between the indoor and outdoor environments throughout the year. Some areas of the environment have yet to be developed to embrace all areas of learning, for example, role play corners do not all include resources to support children's literacy or numeracy. There is a good partnership with parents and communication is established from the very start by asking parents to record their expectations of the nursery. Their views are regularly sought via questionnaires and staff value this input and address any issues raised, for example, re-introducing parents evenings and ensuring there are opportunities for growing plants. They report that staff are friendly and there are good range of activities such as 'Little Kickers' (football skills). They receive verbal feedback and are aware of the nursery's policies and procedures. They appreciate the help that their keyworkers and managers give in order to support their children's individual needs. Practitioners are proactive in developing links with other agencies and forge appropriate liaisons when the need arises, for example, by hosting speech therapy sessions.

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

Children enjoy their time at the nursery and alongside their parents, new children are afforded time to settle. Planning of the curriculum focuses on the individual needs and interests of the child based on staff's observations on their key children and input from outside agencies. Observations and assessments are collated to evidence children's learning progress; each child has an individual portfolio which parents can access freely. Children are supported in making choices about their play as they access good quality resources independently. They are settling into the new premises and becoming familiar with the set up, although they do not routinely take responsibility for their environment, for example, dropping scissors and pens on the floor wherever they are standing rather than putting things away. The environment is welcoming, for example, cosy areas are created to enable children to relax whilst enjoying books. Story times capture children's interest as staff use props such as puppets to enhance the tale. Children benefit from being able to move freely between the indoor and outdoor environments, ensuring access to physical activities and opportunities to explore nature. Furniture is appropriate for the children attending and they can make free choices from pictorially labelled boxes on low level.

Children's problem solving and numeracy skills are supported well by staff who introduce number songs and games such as hide and seek. However, staff do not use some routines effectively, such as moving up and down the stairs, as learning opportunities. Children thoroughly enjoy role play, they pretend to be 'mums and dads' go shopping; they push the shopping trolley with their baby on their shoulders, they are sharing ideas and rehearsing new and familiar roles. Role play areas are available both inside and out, although they do not all afford children exposure to a wide range of learning areas, for example, the indoor home corner there are no opportunities for mark making such as diaries and notepads and there are no calendars or scales supporting numeracy. Community languages are on display in the entrance to the nursery and staff ensure that they are aware of

keywords in children's home languages to give them a sense of belonging. Staff have identified that the creative and mark making area requires developing to enable children to easily access a wide range of media and making available resources such as name cards to enable children to label their work. Computers and other electronic resources such as talking books are available to encourage children to develop skills in ICT.

Children develop an understanding of personal hygiene as they hand wash routinely before eating. Nappy changing is a time effectively used for one to one communication with the children. Children enthusiastically tuck in to their meals which are prepared freshly on site each day supporting children's individual dietary needs. They are encouraged to develop their independence by serving some of the food themselves, although the large water jug does not enable children to pour their own drinks. Staff are available to offer support and talk to the children, however these times are not used effectively to encourage sustained conversations between children and adults in small groups and between the children themselves. Children are learning how to behave appropriately as permanent staff have a consistent and positive approach to managing children's behaviour and support children in learning how to share and take turns. Managers lead by example and demonstrate calmness in their approach and support temporary workers in developing strategies to ensure consistency across the team. Further explanation is sometimes required to support children's understanding of how to keep themselves safe, for example, when placing items around their own necks as a scarf. Children have yet to practise how to keep themselves safe in the event of an emergency at the new premises.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



