

Beis Chinuch Lebonos Nursery

Inspection report for early years provision

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Inspector

Catherine Greene

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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

Beis Chinuch Lebonos Crèche has been registered on the Early Years register since 2009 for the provision of full day care for the under threes. The crèche is registered to care for 100 children in the Early Years age group with no more than 30 children under two years. Children attend for various sessions and there are currently 100 children on roll. The setting operates from a crèche room in the grounds of Beis Chinuch Lebonos girls school in the Woodberry Down area of Hackney. The group room is divided into two areas one for the under twos and the other for the over twos. There is also a staff room, office, kitchenette, adults and children's toilets and an enclosed outdoor play area.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are fully included in activities and the staff get to know them individually very well, encouraging choice and independence. Children are kept safe and well and clear policies and procedures underpin the setting's aims well. The manager and staff team achieve a successful partnership with parents and others to ensure they maintain a two way flow of information relating to children's wellbeing. Plans are underway to extend this to include areas of learning and development. The management team have begun to use the self evaluation system to ensure continuous improvement and this demonstrates a clear commitment to ongoing development of the service.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are used consistently across all group rooms and the outdoor play area so that hazards are quickly identified and removed
- ensure that all accident forms are signed by parents
- ensure plans are consolidated and that observations of the children clearly feed into plans for the six areas giving more attention to children's starting points and parents' contribution
- ensure that all floors, fridges and resources particularly babies toys are hygienic and clean
- improve the organisation of meal times so that the occasion is enjoyed by all children.

The effectiveness of leadership and management of the early years provision

The management team demonstrate commitment to improvements and in providing well for children's welfare and learning. Staff carry out regular risk assessments to ensure children are cared for in a safe environment, fire equipment

and drills further ensure children's safety. However, risk assessment is not always consistent, the outdoor play ground is not checked prior to being used leaving potential hazards in the area. Also initially children are not well supervised in all sections leaving them unattended at either end of the space. Appropriate consent in all matters and children's information, attendance and emergency contacts are in place and maintained confidentially, however parents' signatures are not always gained on accident forms. Their good health is well maintained through some good hygiene practice involving children's personal care and sleeping habits and staff have responded to parents' requests to allow their children to sleep in their buggies. However, floors and babies toys are not as clean as they should be and the fridges are old and are not in a good state of repair. Staff demonstrate a satisfactory knowledge and understanding of child protection, however, will attend training in this area to ensure children's safety and to make sure they know what to do if they have any concerns about the children in their care. Policies and procedures in place are clearly inducted to all staff and all documentation, including consent from parents, is in place and used appropriately.

Children's good health is well supported through the provision of healthy and well balanced snacks and packed lunches provided by parents which meet children's individual dietary requirements. Children learn about appropriate hygiene practices as they readily wash their hands before eating and after using the toilet and creative play.

Staff have a developing knowledge and understanding of the Early Years Foundation Stage and the well resourced crèche supports the potential for children to grow in independence and self-reliance. Staff demonstrate confidence in using appropriate questioning to support children's learning and understanding. They also demonstrate confidence in encouraging children's self-initiated learning and play. Although during the transition between morning and afternoon sessions, particularly at meal times, this is not managed so well to ensure all children are fully involved and included.

Parents are provided with suitable information about their children's progress which supports continuity of care from home to nursery and parents offer very positive feedback on the care their children receive. Most actions raised by the Learning Trust advisory teacher have been suitably addressed and this partnership with the local authority supports the setting's ambition and aims to date. Improvements to the service are evident most notably due to training accessed and commitment by leaders to support staff's increasing knowledge. Well thought out self-evaluation systems are now fully in place to support the crèche's vision for future improvements.

The crèche room is well resourced and accessible toys, musical instruments and books enable children to move around the environment and to make choices about what they will do. Staff are qualified or working towards qualifications in NVQ level 3, this has impacted well on their confidence in observing and supporting children's next steps. Settling in procedures enable staff to get to know the children and their parents and to securely support children's individual needs and differences. Parents are encouraged to offer information about their children's routines and care at home. Children behave well and are secure for the most part in the nursery

routine but during transition times after circle and before lunch some children who have not been provided with lunch because of inconsistent hours of attendance become disengaged whilst waiting for their parents to collect them rather than being actively involved.

The management team demonstrate a growing ambition to drive forward improvement in the future and have begun to assess strengths and weaknesses to support this aim. The developing self-evaluation system in place enables staff to chart their progress in supporting children's ongoing welfare and development.

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

Children build warm and affectionate bonds with the staff. They feel safe and well cared for because staff have a relaxed and confident approach and show care when interacting with them. They learn about safety by holding hands when negotiating the step to the outdoor play area, for example and by using resources with care. Children are made as comfortable as possible in the environment and are able to build secure relationships with their peers and the adults around them. However this is somewhat disturbed particularly for babies during transition times as one session ends and another begins. The flow of traffic through the room with new children arriving and younger siblings being wheeled in their buggies disturbs the calm and concentration for the children attending all day.

Children learn how to keep themselves safe and healthy using visual prompts and encouragement from staff in activities such as fire drills and hand washing, for example. Babies settle well in an enabling environment and particularly benefit from lots of cuddles and one to one attention provided by familiar key staff. They toddle and crawl with increasing confidence and are excited by the resources around them, responding when staff sing their favourite action rhymes, for example.

The children progress well overall in their learning because staff offer a variety of experiences that encourage children's involvement in the activities on offer. Toddlers enjoy singing familiar songs with staff in both English and Hebrew. They have a full range of opportunities for creative play with paints, sand, water and manipulative materials such as play dough and finger painting. Children of all ages are fully engaged in challenging experiences and consequently their behaviour is good.

Observations of the children during their daily routine and at play are at a developmental stage, however, and the staff are beginning to consolidate their learning from early years training and advice from the early years teacher. Useful notes are taken about the children's daily experiences and these are shared with parents but they are not securely linked to children's starting points and progress in the six areas of learning. Despite this, some samples of the children's drawings and art reflect their involvement and achievements and act as a further reference for parents.

Older children in the toddler area benefit from accessible resources which they choose and mix and match during activities. They show increasing competence as they learn to complete puzzles, manoeuvre themselves around the room and access role play resources in their home corner. They use and enjoy books, often sitting with staff in book corners and they demonstrate good listening skills during circle time prayers, stories and discussions.

The children use and enjoy the resources available, which include role play equipment, books, art and craft resources. Practical activities including counting and matching spoons in the 'kitchen' and learning how to join giant building blocks are all well received. These give children good opportunities to learn important problem solving skills through play. Opportunities to explore materials such as sand and water are eagerly grasped by the children who fill and empty containers and enjoy painting their pictures and collages using paint brushes and glitter and modelling materials. Role play is used well to develop and encourage the children's imaginations and they are able to request cardboard boxes and fabrics to realise their ideas in the toddler area. Resources available in the role play and writing areas lend themselves to children's emerging literacy. These are used well by staff during activities when opportunities to write for a range of purposes are encouraged. Children explore increasing physical skills using small objects and resources and in the outdoor play area as they climb over obstacles and use bikes and buggies to transport themselves around.

Opportunities for the children to socialise and participate in a range of activities including outside physical play are provided through planned activities in the outdoors with free flow play encouraged where possible and weather permitting. They communicate well and behaviour is good, with children responding very well to the staff's calm approach.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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