

CMA Nursery

Inspection report for early years provision

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Inspection date	30/06/2010
Inspector	Lynn Palumbo
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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 36 children on roll, within this age group. The nursery employs 11 staff; of which, seven hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are warmly welcomed into a secure nursery setting by kind staff. Staff have a sound knowledge of children's individual care needs which helps them to support their continuing good health. Staff's knowledge and understanding of children's learning needs is less secure and as a result they promote children's learning appropriately overall. The manager is taking effective steps to develop the partnership with parents and carers. She has evaluated the setting's overall provision for children and has gained an awareness of its strengths and weaknesses. Her enthusiasm is evident, her action planning is effective and some worthwhile steps have already been taken to improve the overall provision for children.

What steps need to be taken to improve provision further?

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

- ensure all supervisors 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) 06/08/2010
- ensure there is a named deputy who is able to take charge in the absence of the manager and make staff aware (Suitable people) 06/08/2010
- ensure children begin to know about the cultures and beliefs of other cultures (Learning and development) 06/08/2010

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

- develop the system for identifying the next steps that every child should make in their learning and use the information to plan activities that will help

- them to make progress
- develop opportunities for every child to develop skills in information and communication technology
- ensure children have daily opportunities to share and enjoy a broad range of fiction and non-fiction books.

The effectiveness of leadership and management of the early years provision

Safeguarding children is emphasised appropriately in the setting. The senior staff conducts a safety check of the indoor and outdoor areas each day and takes immediate steps to remedy any hazards. For example, a baby's bottle of stale milk in the inside play area was noticed at the beginning of the day and the bottle was immediately placed out of bounds to children and recorded in the risk assessment. The manager and senior staff have knowledge of safeguarding and share information concerning child protection with the staff. The setting's policy and procedure for safeguarding is made available to parents and staff training is planned.

The manager has conducted a full review of policies and procedure documents at the nursery since she joined the setting and she has updated and improved them under the guidance of local early years development staff. A full set of policy and procedure documents is available to parents and carers so that they too are aware of the way that the setting is organised. The senior staff has reviewed the quality of toys and resources and purchased good quality resources which are stored in low level shelving and easily accessible for children.

The manager has devised a rota system for staff so that a qualified first aider is on site at all times. However, during the beginning of the day whilst one senior staff member is effectively qualified in early years, this is not consistent throughout the staff team until early mid morning when additional qualified team members arrive. This has an impact on teamwork and in the setting's delivery of the Early Years Foundation Stage. In addition, when the manager is absent a named deputy is not in place. The manager aims to have all staff suitably qualified in early years over time. The majority of actions and recommendations have been met since the previous inspection. For example, a record of children's daily hour of attendance is in place. This ensures the manager has a true up to date record of their attendance.

The manager and senior staff are working with early years development workers to improve the educational provision in the nursery. Training sessions have been arranged and a further training session is booked for September following this inspection. The manager is very eager to develop and improve the overall provision for children. She shares her positive plans for the future with her staff at staff meetings. The setting has established partnerships with other professionals in recent months. Individual education plans are in place for children with special educational needs and/or disabilities and she is ready to seek guidance from further outside agencies if there is a need.

The manager ensures that parents are asked to provide information about children's welfare and family background. For example, she is fully aware of children's health, dietary and care requirements, such as their medical needs. Staff ensure that children have the opportunity to talk about other cultures and they know to be respectful. However, a range of enjoyable cultural activities to celebrate diversity are not planned and there are limited resources which reflect positive images of culture within the nursery. This does not ensure children are learning about a diverse society.

Parents receive a summary each week, which tells them about their children's activities that have taken place and about future plans. A parents' evening is planned for the future in which they will have the opportunity to learn more about their children's learning and routines of prayer.

Key workers are identified and it is their responsibility to keep observation notes for each child. Children's files contain some photographic evidence of learning and notes. Although this is a recent development, some of the files contain insufficient information about children's achievements and their next steps for learning.

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

All children are happy within the setting and settle into their nursery routine and their calmness and smiles show that they feel safe with their carers. Staff promote children's independence through arranging toys and some activities in a way that gives children of all ages opportunities to make choices and decisions about what they would like to play with. Jewish prayers are part of the children's learning and staff ensure they are stimulating for the children as the toddlers make trains and the pre-school children use quiet and loud voices.

Pre-school children have good opportunities to develop, numeracy and become aware of shape and space. They write numerals to four, recognise numerals to 10 and draw a number of shapes and learn the difference between small and big. In addition, they role play, creating different shapes with their bodies. Toddlers, build tall structures with large blocks, they begin to learn propositional language through sand and water play. However, there are less purposeful opportunities for them to count and recognise numerals, for example, children colour pictures with numbers and count marbles found within a container of rice. This activity does not meet the needs of the children as some become restless and climb onto the table. Staff manage their behaviour well. Their growing interest and ability is known but staff do not always focus planned activities on what the children can do and need to learn next. Pre-school children are attracted to the mark making activities and displays around the room evidence a variety of creativities, for example, they have made small characterisations of themselves and drawn facial features, they also draw pictures on the outside chalk board. Toddlers, make good discussion as they create pictures that are meaningful to them and they are proud to hang their work from a table. However, there is less opportunity for all children within the nursery to select a broad range of non-fiction and fiction books. Children develop their knowledge and understanding of the world. Pre-school children know that sun, soil

and water are needed for seeds and plants to grow. Toddlers explore the properties of textured materials, as they learn the 'use of the hand' and create a variety of hand paintings. All children have visited the farm to learn about animal habitats and the ambulance service has visited to teach children about 'people who help us'. They enjoyed exploring the ambulance, listening to their heart beat with the stethoscope. However, there is less opportunity for children to develop skills in information and communication technology.

Children learn to adopt a healthy lifestyle through active play. Pre-school children climb the activity resources, ride tricycles' and take turns peddling taxi trikes, which enhances their team working skills. They thoroughly enjoy playing games with the large parachute, and balancing balls. Toddlers, jump in and out of hoops, ride bikes and enjoy interacting to nursery rhymes. In addition, all children play on the recreational equipment at the local park. Children are in the routine of washing their hands before they eat and they are provided with healthy foods from a private catering company. Children are learning about safety as they learn about road safety and participate in fire evacuations.

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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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