



Hainault Forest Community Association Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	128507
Inspection date	01 November 2005
Inspector	Toni Hanson / Deborah Ann Benn
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hainault Forest Community Association Neighbourhood Nursery is part of the Hainault Forest Community Association and is managed by the associations committee and the nursery manager. It opened in 1992 and is situated in a residential area of Hainault. In 2003 the nursery became part of the Neighbourhood Nursery initiative scheme, receiving funding to enable parents to return to work or further education who live in the assigned areas. A maximum of 70 children may

attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year and children attend for a variety of sessions.

The nursery operates from a purpose built, single storey building. Children share access to a secure outdoor play area. There are currently 64 children aged from 3 months to under 5 years on roll, of these 21 children receive funding for nursery education. Most of the children attending live in the local community. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

There are 21 staff employed including the manager, of these 19 staff hold appropriate early years qualifications to National Vocational Level 2 or 3. Currently, 2 staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a welcoming, clean and well organised environment. They benefit from the nurseries effective procedures and staff's good hygiene practices, these meet children's health needs well. There is always a member of staff with a current first aid qualification on duty, nappy changing procedures are hygienic and staff receive basic food handling training to ensure they know how to use the kitchen areas appropriately. Staff follow babies individual routines for sleeping and eating established at home. This ensures continuity of care and contributes to their physical well-being.

Children are learning about the importance of good hygiene and personal care. Babies' hands are washed before meals to help them understand about self-care. Older children know that fruit dropped on the floor is 'dirty' and must not be eaten, that washing their hands before handling food keeps them healthy and wearing sand hats protects their hair when using the sand trays. Older children are able to assess their needs such as recognising that they need a drink when they have been running around or to help to relieve a cough.

The nutritious meals and snacks are cooked from fresh ingredients on the premises and help children to develop healthy eating habits. They enjoy snacks of chopped fruit, onion bhajis and rice cakes. Children's meals are attractively presented, contain a variety of fresh fruit and vegetables and child size portions make the food easy for children to eat. Staff are good role models. They eat with children and encourage them to try new tastes, such as sag aloo and paratha bread during their special Diwali menu day. The cook has a very good understanding of healthy eating for young children. Staff work closely with parents to make sure that children's individual dietary needs are catered for.

Young children are offered drinks regularly throughout the day to ensure they do not get thirsty or dehydrated. The 2, 3 and 4-year-old children confidently help

themselves to jugs of fresh water when they are thirsty. This encourages them to think about their personal needs.

Staff ensure all children have frequent opportunities to be active, explore, test and develop their physical skills. The well-resourced garden area can be used in all weathers and provides children with a wide variety of outdoor play experiences. Children excitedly put on wellington boots to splash in puddles, they dig in the sandpit, climb and slide on the climbing frame, learn how co-operation with others makes the seesaw rockers work and park their bikes in the numbered 'parking bays'. Staff use blankets and pillows to create a safe and comfortable place for the youngest children to be active outdoors in warmer weather. However, during the autumn and winter months, babies are taken outside in buggies and this limits their opportunities to experience being active outdoors.

Good use is made of the indoor space to provide opportunities for all children to further develop their physical skills. Babies learn to co-ordinate their hands while they stroke silky scarves and excitedly bang tin lids together. They enthusiastically kick balls in the ball pond and practise crawling and rolling in the comfortable carpeted areas. The two-year-old children enjoy action rhymes. They lie quietly (snoring) during their 'wake up bunnies' song, then noisily hop and jump around the room when it is time to 'wake up'. Older children use a wide range of tools and equipment with increasing accuracy and skill, such as pencils, art and craft equipment, the computer mouse and cutlery at mealtimes. Staff recognise the signs of tiredness in babies and children. All children are provided with a comfortable and quiet place to rest or sleep when they are tired.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in an inviting, spacious, safe and secure environment. The nursery is made bright and welcoming through the use of colourful posters and displays of the children's work. Safety policies and procedures have recently been reviewed and updated. This and regular risk assessments completed by the nurseries health and safety officers, help to protect children from harm. Good security systems are in place to keep children safe. The building is secure. Visitors are monitored and supervised and appropriate procedures are in place to ensure staff are vetted and suitable to work with children.

A wide range of safe, age appropriate and well maintained furniture, equipment and toys are provided in each baseroom. These are checked and cleansed regularly to ensure they remain in good condition. Children benefit from a good range of safety measures, for example socket covers, an effective emergency evacuation procedure and a secure outdoor play area. Children have ample space to play and move around the premises confidently and safely.

Babies and young children learn simple rules that keep them safe when playing, like holding on when climbing on the climbing frame. Older children learn about road safety as they take part in outings to the local library and shops. Staff have clear policies and procedures to follow if they are worried or concerned about a child. They

have recently attended child protection training to develop their knowledge and understanding of relevant issues and know what they must do if they need to make a referral. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Staff create a calm, caring environment where children are happy, confident and keen to develop new skills and have fun. Settling in procedures work well. Key workers work closely with parents to make sure that children are settled gradually according to their individual needs. This important process helps children to feel secure, build trusting relationships with staff and work out what the new experience of attending nursery is all about.

Staff use their observations of children and the Birth to three framework effectively to ensure children aged under three enjoy a broad range of well planned, interesting activities. These help them make progress in all areas of their development and at their own pace. Each age group has free access to good quality, age appropriate play materials and resources. This helps children to develop independence and confidence as they make choices and help themselves to the resources they need.

Children enjoy and learn from a wide range of practical activities that encourage them to use their senses to explore and investigate. Treasure baskets are used effectively in the baby room to develop their awareness of shape, colour, weight and texture. They feel smooth wooden pegs and excitedly shake rice filled tins and enjoy the sounds this makes. The two-year-old children discover that water added to dry sand helps them make sandcastles and mixing paint makes new and interesting colours.

Staff are skilled at talking and listening to children. Babies' language development is encouraged as staff talk to them, sing and echo the sounds and words they make. Older children are listened to carefully and given sufficient time to explore and talk about things that interest them. Staff share the fun of discovering new language as they sing rhymes and songs and read stories to children.

Opportunities for children to be creative are good. Babies explore the rich, smooth texture of thick paint. The two-year-old children create lively dances to Asian music, enjoy listening to classical music as they play and imaginatively act out different roles when dressing up and caring for dolls.

Nursery Education:

The quality of teaching and learning is good. Three and four-year-old children make good individual progress due to the staff team's secure understanding of the Foundation Stage and how children learn. An effective key-worker system and the use of regular observations and assessments mean that staff know the children well and ably build on children's interests and support them well to extend their learning. They use clear and open questioning techniques which take into account children's age and stage of learning, helping children to think for themselves and introducing an exciting range of activities and experiences. Children are independent learners and

are supported by well organised resources which they access confidently and a good balance of child and adult initiated activities.

Children are eager to learn and concentrate well, showing good perseverance as they grapple with challenging activities such as learning to ride a two-wheeler bicycle. They co-operate and negotiate, for example when wanting to play with the same toy. Children listen with interest and pleasure to stories, revelling in the use of onomatopoeic words and rhyming sounds. They confidently search for items beginning with the same sound as the day of the week and notice letters in familiar words around the room. Children use language to express their feelings and emotions, such as encouraging others to come in the garden because “we have fun”, that Halloween “makes me scared” or that “Diwali is a really special day”. Children independently use a range of tools and materials and freely access a variety of resources from the mark-making area, which they use to represent their own ideas, such as writing letters, taking messages from the telephone in imaginary play or naming their work. They further learn about the purpose of writing as they add their name to the “waiting list” to take their turn on the computer.

Children gain confidence in using numbers as they count objects within their play and recognise numerals around the nursery and when using the computer. They compare volume, weight and size of objects as they fill containers in sand and water play and when they take part in cookery activities. Children use mathematical language naturally and appropriately, for example comparing the length of shadows and stating whose is longest but referring to who is tallest when comparing each other’s height. Children enjoy painting and taking part in a wide range of craft activities, their work is individual and they take pride in it as they develop their own ideas. Children respond with pleasure to music, they express delight when their favourite piece of music is played and join in with enthusiasm singing and dancing confidently. They show control and concentration as they use instruments, listening to the music and learning about rhythm, tempo and volume.

Children show great interest in examining the natural items such as pine cones, seed casings and bark, using magnifying glasses. They use the computer with skill and proficiency and enjoy creating and making their own designs using construction kits as well as paper and tape. They learn about the living world and themselves through discussion and topic work such as growing seeds and their local community through outings to the local shops, library and park. Children are keen to take part in a range of interesting activities and experiences as they learn about different cultures and faiths.

Key-workers observe and monitor children’s progress regularly in a variety of different ways including daily ten minute observations of each child. These are used to identify how children are progressing toward the early learning goals and affect forward planning. Realistic expectations of children and good individual knowledge helps them to consolidate their learning before moving onto the next stage. As a result, the curriculum is tailored to individual children’s needs and abilities, which ensures effective support and sufficient challenges are provided to help children achieve their individual potential.

Helping children make a positive contribution

The provision is good.

All children are welcomed and included fully in the life of the nursery. They are treated with care and respect and have regular, positive opportunities to learn about the world they live in. Children of all ages have very good opportunities to explore diversity through well planned activities, toys and books. They learn to value other cultures and beliefs as they eat chicken korma for lunch, creatively decorate diva candle pots and talk about different types of clothing as they and the staff dress in Asian clothing during Diwali, the Hindu festival of light. Older children excitedly have their hands painted with intricate henna patterns. Children explore their local community as they visit the library, fire station and park and buy bread from the bakers shop.

Staff are committed to providing an inclusive environment for all children. An appropriately qualified and experienced Special Educational Needs Co-ordinator works closely with parents, children's keyworkers and other relevant professionals to ensure each child's needs are fully met.

Children's self esteem and social skills are promoted effectively. Staff are good role models and manage children's behaviour in a calm, consistent and positive way. In response children's behaviour is mostly very good. Praise and encouragement is used frequently to build children's self-esteem and help them to feel good about themselves. Children's understanding of right and wrong is developed as they respond to gentle reminders to care for the environment, each other and the toys and equipment they use. Staff have implemented effective tactics and systems to help the three and four-year-old children learn to work as part of a group. Children sign the waiting list to have their turn on the computer, then use an egg timer to let them know their turn has ended. Older children learn to care for other living things as they help look after the Giant African Land Snails. Overall, the nursery's positive approach ensures children's spiritual, moral, social and cultural development is fostered well.

Children benefit from the nursery's commitment to working in partnership with parents. Staff's relationships with parents are friendly and professional. An effective keyworker system helps to ensure children are settled and secure and parents are kept up to date with their child's care and progress. There are appropriate formal and informal systems in place for staff and parents to exchange information, including regular newsletters, parent meetings and daily care sheet for babies. These help provide children with consistent care between nursery and home. The partnership with parents of children who receive nursery education is satisfactory. Parents are able to access children's files at any time and receive basic information about the Foundation Stage curriculum. However, systems are not yet fully developed to ensure parents are given frequent information about their child's progress towards the early learning goals.

Organisation

The organisation is good.

Children benefit from the dynamic effect of the new management team, which is enthusiastic, motivated and well-organised. There are high expectations for the children's care and education and emphasis is placed on children developing at their individual pace. Staff are clear about their roles and responsibilities and work well as a team. The staff appraisal system, mentor scheme and frequent in-house and external training are used effectively to identify and further develop the staff's knowledge and skills. There is a strong commitment to the continued evaluation and improvement of care practices. Foundation Stage children's learning is effectively promoted through the good leadership and management of nursery education. The setting meets the needs of the range of children for whom they provide.

Staff have a sound understanding of the National Standards for Full Day Care and their responsibility to comply with these to promote children's well-being. Appropriate systems are in place to ensure staff/child ratios are met, adults working with children are vetted and suitable to work with children and Ofsted are informed of relevant changes. Records, policies and procedures, which are required for the efficient and safe management of the nursery, are well-organised, comprehensive and stored securely. Parents are provided with good quality written information that ensures they have full details about the nursery and how it works.

Improvements since the last inspection

All the issues raised at the last nursery care inspection have been successfully achieved. Play resources in the children's base rooms have been re-organised. Children now have easy access to a wide range of play equipment. This promotes children's independence and helps them develop confidence as they learn to make decisions for themselves. Staff deployment has improved. Good systems are now in place to ensure the required staff/child ratios are met and sufficient staff are working with children to meet their needs well.

Children's access to toys and activities that reflect positive images of culture, gender and disability has improved. Staff plan and provide exciting and enjoyable activities that help children learn about the wider world. All mandatory records, policies and procedures are now in place. These ensure the safe and effective management of the nursery in order to promote children's welfare.

All the issues raised at the last nursery education inspection have also been successfully achieved. Staff have attended training in managing children's behaviour and are consistent in their positive approach. Effective strategies have been introduced and children are learning how to negotiate and manage their own behaviour. A clear rota has been devised which is followed, ensuring that staff are appropriately deployed and are aware of their areas of responsibility throughout the week.

Opportunities for children to learn about addition and subtraction have been improved through the use of practical activities and focussed planning. Systems to improve observations and assessments have been developed. They are being effectively applied and used to provide activities which encourage children's individual progress.

Complaints since the last inspection

Since the last inspection, Ofsted has received 3 complaints.

Complaint 1 related to National Standards 2 – Organisation, 6 - Safety and 11 – Behaviour. The complaint related to the number of injuries received by a child, concern about the number of staff working with children in the toddler room and staff's supervision of children. Ofsted investigated these concerns by carrying out an unannounced inspection on 22nd July 2005. We found that staff were not consistently managing the children's behaviour in a way that helped them to learn expectations and boundaries and there was no named staff member responsible for behaviour management issues. The provider was not able to evidence that the required staff/child ratios in the toddler room were maintained at all times and staff were not undertaking regular risk assessments to minimize identified risks to children in this room. The provider was served with a compliance notice requiring them to make sure that minimum staffing ratios are met at all times. The provider also agreed actions to develop staff's awareness and understanding of effective ways to manage children's behaviour and to ensure appropriate risk assessments are undertaken regularly.

Complaint 2 related to National Standard 6 - Safety, 7 - Health, 12 - Partnership with Parents and 13 - Child Protection. The complaint related to a child becoming ill after playing with shaving foam and baby lotion during creative play sessions, despite the parent requesting the child had no contact with these substances. Also, that the child was allowed to play in the garden without shoes and became cold and that the storage of the child's cup was unhygienic.

Complaint 3 also related to National Standard 13 - Child Protection and Regulation 4(2). The complaint related to the provider's and nursery staff team's lack of understanding of child protection issues and procedures

Ofsted investigated these concerns by carrying out an unannounced inspection on 5th August 2005. We found that no risk assessment had been carried out regarding the use of shaving foam and baby lotion, the health risk to the child from playing with shaving foam and baby lotion had not been recorded, and that staff members were aware of the parent's request and had not complied with this. Evidence was found that the child had played in the garden with no shoes on and that there was no guidance or clear procedures regarding the washing, drying and storage of cups. The provider and staff team's knowledge of child protection issues and procedures was found to be inadequate. There were no written child protection procedure in place and staff members were unable to explain what to do or to find the appropriate contact number for referrals with ease. An action was made to develop the staff team's knowledge of child protection issues and a compliance notice was served requiring them to formulate a statement which includes the procedures to be followed in the event of allegations of abuse or neglect. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those

made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- create more opportunities for babies and young children to enjoy active play outdoors during the autumn and winter months

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities to help parents be actively involved in their child's education.

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