

# Corams Fields Community Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	100589
<b>Inspection date</b>	07/02/2011
<b>Inspector</b>	Lisa Toole
<b>Setting address</b>	93 Guilford Street, London, WC1N 1DN
<b>Telephone number</b>	020 7833 0198
<b>Email</b>	
<b>Type of setting</b>	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**

Corams Fields Community Nursery is part of the Charity Corams Fields, which is overseen by an executive committee. It opened in 1992 and operates from a building within Corams Fields in Camden, London.

A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged from two to under five years on roll. Of these, seven children receive funding for early education. Children attending come from the local catchment area. The nursery supports children who have special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs nine members of staff, including a cook. All staff hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff treat every child with respect and support their developing independence in order for them to become active and inquisitive learners. Children enjoy a broad range of activities to support their progress towards the early learning goals although shape, size and pattern are less well considered in order to support children's understanding of problem solving, reasoning and numeracy. The nursery shows a strong capacity and commitment to improvement in order to enhance the outcomes for each child further. Their partnership with parents is a key priority for further development so that everyone is fully involved in their children's welfare, learning and development.

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

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

- develop the partnership with parents to fully involve them in their children's learning and development and keep them informed about the nursery
- extend the range of activities which focus on mathematical learning, for example, by exploring shape, size and pattern.

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

The management of the nursery is strong and a committed team of staff also supports it to ensure that each unique child is well cared for, happy and safe. They take all appropriate steps to safeguard children in the nursery and have a good knowledge and understanding of their role and responsibilities. This includes a secure awareness of the possible symptoms and signs of child abuse and the procedures to follow if a referral is required. The nursery has recently undergone complete renovation, resulting in a child-friendly, welcoming and comfortable physical environment. Outdoors, children greatly benefit from the vast space, play facilities and small animal area where they regularly visit the chickens and ducks. Staff give safety a high priority through regular risk assessment, good supervision, and working well together as a team and as a key person to a small group of children. This enables children to feel safe, secure and engage in purposeful play and learning. The nursery has a good range of resources, which support children's play across all six areas of learning. The staff are well deployed and ensure that the day runs smoothly and reflects the needs and interests of the children attending; this promotes an inclusive environment where every child matters. All required documentation is maintained in line with mandatory requirements of the Early Years Foundation Stage; this helps to safeguard children. Staff meet weekly to evaluate their practice and the nursery as a whole, in order to embed ambition and drive improving outcomes for children.

Equality and diversity are given due respect and consideration and this is reflected in how well the children treat each other and the adults in the nursery. Parents are asked to provide as much information as possible about their child's specific needs, ethnicity, culture, and any disability, language and religion they have. The nursery uses this important information to support their planning and care of the child, in line with the parents' wishes. The nursery has a good partnership with their parents and in the wider context, through its liaison with other agencies and childcare settings involved in the children's lives. Newsletters are sent out, parents are invited to come in and spend time in the nursery, as well as meeting with their child's key person to discuss their progress towards the early learning goals. Less consideration is given to how parents are routinely informed of their child's current interests at nursery and their next steps for development, as well as general news within the setting. This has an impact on how much parents can feel actively involved in their child's life at nursery. Nevertheless, parents comment positively about the nursery and the care their children receive.

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

The nursery is a happy, harmonious environment, where each child is encouraged to feel a strong sense of belonging. Settling in visits are tailored to the needs of each child and their family, to ensure that everyone feels comfortable and secure. There is a good key person system in place because the staff know all of the

children very well. At times children are split into two groups, with the older children offered more challenging experiences and activities to support their learning and development. This helps them to gain key skills for the future regarding language and literacy, numeracy and technology. The children show a good understanding of numbers, counting and basic shapes but fewer opportunities are provided for them to learn about pattern, shape, and size through problem solving. Children's communication skills are strongly supported by staff who use good questioning to challenge and extend their vocabulary and comprehension. Children speak with confidence, are able to negotiate and share their views and ideas. Staff, in turn, use this to extend their learning opportunities. For example, a picture of flamingos in a book and discussion about them leads to children trying to balance by themselves on one leg. Story times are particularly popular, with favourite books chosen for staff to read to them.

The nursery curriculum is positively based on the children's current interests and their developmental needs. Regular observations and assessment help staff gauge the stage that each child has reached and enables them to plan their next steps. This encourages every child to make progress. Children's creativity, physical development and their understanding of the wider world are all given due attention. Moulding, cutting and rolling plasticine helps them to develop fine movement skills, and explore their imagination as they change it into different objects. Children show great perseverance and concentration when engaging in activities such as cutting and sticking and painting at the easel. They learn about equality of opportunity through visitors to the nursery, celebration of different religious beliefs and festivals, outings around the city to venues such as the British Museum and taking part in special events such as a Peace Day in Corams Fields. This helps children learn about making a positive contribution to their community.

Children's health and safety is a high priority. They learn important messages about health and hygiene through everyday practices, including cleaning their hands before eating, covering coughs and wiping their noses. Staff teach them how to be safe and independent in the nursery, through gentle reminders, such as walking indoors and by teaching them how to use tools such as scissors correctly; this fosters their self-confidence. All of the staff maintain current paediatric first aid certificates and record any medication given, as well as accidents and existing injuries children receive. The children benefit from freshly prepared and cooked meals and snacks, which are nutritious, wholesome and vegetarian. Drinking water is readily available to prevent children dehydrating. The social aspects of eating together are greatly valued. This helps children learn table manners, how to eat together and enjoy their food. The children's emotional well-being is given as much consideration as their physical welfare. Children are comforted and reassured by caring and attentive staff.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

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

<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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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