

Weavers Fields Community Nursery

Inspection report for early years provision

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Inspector

Lorraine Sparey

Setting address

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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*.

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

Weavers Fields Community Nursery is run by the Early Years Network, Tower Hamlets. It opened in 2007 and operates from a purpose-built building. It is situated on a large residential area in Bethnal Green within the London borough of Tower Hamlets. The nursery is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. A maximum of 30 children may attend the nursery at any one time. There are currently 27 children on roll. The nursery is in receipt of nursery education for two, three and four-year-olds.

The nursery is open each weekday from 8am to 6pm on Monday to Friday for 48 weeks of the year. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs six staff and a part-time teacher. All staff, including the manager, hold appropriate early years qualifications. The manager has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and motivated in their learning. They clearly enjoy their time in the nursery benefiting from the positive staff interaction and an inclusive, welcoming environment. Staff value children's uniqueness and ensure that activities and play opportunities are tailored to their individual needs and interests. Generally, parents are involved in their child's learning through discussion. All staff, parents and children are encouraged to be involved in monitoring and evaluating the provision. The setting has addressed the previous recommendations and as a result, they make continuous improvement, improving outcomes for children.

What steps need to be taken to improve provision further?

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

- review the procedures for sharing children's developmental records with parents.

The effectiveness of leadership and management of the early years provision

Children are kept safe from harm and neglect because staff demonstrate good knowledge and understanding of the setting's policies and procedures. They are very clear on the procedures to follow in the event of a concern being raised with

regard to children's welfare. The environment is safe, secure and well maintained to ensure children can move around in safety. Detailed risk assessments, daily safety checks and comprehensive documentation promote children's health, safety and general well-being. Secure recruitment and vetting procedures mean that all adults working or coming into contact with the children are suitable to do so. Thorough induction and appraisal systems enable management and staff to progress in their personal development and meet the ever changing needs of the nursery. For example, the manager has Early Years Professional Status and three of her staff are currently working towards this.

There are effective systems to monitor and evaluate the provision which include parental questionnaires and informal opportunities to share their views. Regular staff meetings, training opportunities and sharing good practice with other early years professionals ensure high standards are maintained. Visits from local authority support staff enable the nursery staff to reflect on their practice. In addition staff and management have been involved in completing the Ofsted self-evaluation form. As a result the setting has realistic views of their strengths and areas where they would like to improve, promoting positive outcomes for children. For example, staff wanted to improve opportunities for children to develop their physical skills and learn about healthy lifestyles. As a result, a member of staff attended 'Jabado' project training. Children now benefit from being able to do a wide variety of physical activities such as jumping, rolling and head over heels. They help themselves to nutritious meals, learning about portion control and healthy foods.

Children's individual needs are exceptionally well met. Staff spend time getting to know children's preferences and regular discussions with parents enable them to meet the children's ongoing requirements. Excellent resources provide positive images of many aspects of our society which children use in their everyday play. Staff use signing and 'Every Child a Talker' program to promote communication with all children. Children celebrate a wide range of festivals relevant to their families and the other children attending the nursery. Resources are deployed effectively to enable children to have good choices in their play and learning. Staff are deployed well to meet the changing needs of the children. Children are grouped in family groups promoting older children's understanding of respecting and nurturing the younger children. In turn, they benefit from the older children being positive role models.

Partnership with parents and carers are good. Staff develop positive relationships through informal discussions when they are dropping their children off and collecting them. Parents report that the staff are friendly and knowledgeable about their children's individual needs. They value the nutritious meals and activities that their children participate in. They feel the nursery environment is welcoming. However, the systems to share children's developmental records are not totally successful. The setting develops highly successful relationships with other early years professionals. The staff work closely to ensure that children's individual needs are effectively met enabling them to reach their full potential. In addition staff support parents with external agencies. There are systems in place to share information with other early years provisions to ensure a consistent approach to

children's learning.

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

Children are making good progress in their learning because the environment is stimulating and activities are well planned and tailored to individual children's needs. Children benefit from staff providing good levels of support and encouragement enabling children to persevere when trying to learn new skills. For example, children practise doing head over heels rolls until they are confident to succeed, showing a visiting adult how they confidently flip over. Babies and toddlers enjoy exploring different textures such as cornflour gloop and compost with different bugs buried in it. Children are cared for in family groups enabling them to learn about respecting and valuing each other. Older children show concern with younger children. A child decides they are going to play outside with another child. They bring both coats saying to the younger child 'It's cold outside' passing the child their coat. Lunchtimes are very social occasions where all the children sit together with the adults. Older children teach the younger children good manners and how to serve their own food. Lots of good quality interaction between the children encourages a strong sense of belonging to the nursery. Children's independence is well supported throughout the nursery both in their learning and in their personal care. Children ask to get down from the table and clear away their own plates and cutlery. They have excellent opportunities to play in the well resourced outdoor area. Children observe a blackbird nesting above their covered-over area and explore making their own nests. They use binoculars to observe the hatchlings with the mother bird. Children use the outdoor area even in wet weather, using the settings all-in-one suits to keep themselves dry. Their emotional needs are particularly well supported by the caring staff who clearly know their individual personalities well. For example, one child was finding it difficult to settle and staff make a laminated book with the child containing photographs of their family and their favourite toys at nursery. Children can take their own photographs of their favourite parts of the nursery using the digital cameras, printing them using the miniature printer increasing their skills with technology. They have excellent opportunities to role play in the well resourced hospital, developing their creative and language skills. Children pretend the dolls are poorly getting the stethoscope to find out what is wrong with them. A child puts the stethoscope on the baby's chest saying 'You are poorly; I think you need to come to hospital'.

Staff plan and provide good quality play and learning opportunities based on the children's individual interests. Snapshots, focused observations and photographs are used to monitor children's progress and effectively plan the next steps in their development.

Children have excellent opportunities to learn about healthy lifestyles. They grow their own vegetables and fruit. In the role play area, they are used to playing with real fruit and vegetables and often talk about foods that are good for you. They have excellent opportunities to exercise and play in the fresh air. Children know

and understand when and why they wash their hands and automatically do so without prompting. Children learn how to take controlled risks developing their own awareness of staying safe. For example, staff have created a wooden platform with different sections for the children to practise their climbing and jumping skills. Children know how to use equipment safely. A child informs a visiting adult 'If you want to do sawing on the workbench you need to wear goggles'.

Children are developing really good relationships with their peers and the adults. They are confident to seek support and willingly offer help to others. Children are polite and well mannered saying 'please', 'thank you' and 'excuse me' at appropriate times. Children have excellent opportunities to learn about their community and the wider world. Older children visit the theatre where they are invited to watch a rehearsal. Children are completely enthralled by this show. Afterwards they are able to explore the puppets with the actors, talking about which parts of the show they enjoyed. A child says 'The spider scared me and I didn't like the smoke'.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1
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

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	1
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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