

# Coconut Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	144566
<b>Inspection date</b>	24/05/2011
<b>Inspector</b>	Jill Nugent

<b>Setting address</b>	133 Stoke Newington Church Street, London, N16 0UH
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<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**

Coconut Nursery registered in 1992. It operates from a one-storey building in Stoke Newington in the London Borough of Hackney. Access to the building is at ground level directly from a secure driveway. Children have the use of two large play areas, a toddler unit and a pre-school, which include several smaller play areas and access to two interlinked outdoor play areas. The nursery is open from 8.00am until 6.00pm every week day all year round. The setting is in receipt of funding for the provision of free early years education.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 49 children may attend the nursery at any one time, and of these not more than 21 may be under two years. Currently there are 87 children on roll, all of whom are in the early years age group. The nursery employs 20 suitably qualified staff to work with the children. The setting supports children who have special educational needs and/or difficulties and those who speak English as an additional language.

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

Overall the quality of the provision is outstanding.

The nursery offers a welcoming and inclusive provision for children where they consistently make significant progress in their learning. Children benefit from the exceptional range of play experiences on offer and demonstrate a strong sense of belonging within the setting. Staff are attentive to children's well-being and ensure that children keep safe and healthy in their care. There is an excellent working partnership with parents which contributes to all children's needs being met effectively. The management team is committed to the ongoing development of the provision in order to maintain the high quality education and care on offer to all children.

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

To further improve the high quality early years provision the registered person should consider:

- monitoring daily the implementation of safety procedures in the premises
- looking at more ways to reflect the wider community within the setting.

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

The nursery's documentation provides an excellent framework for staff's practice. There are effective safeguarding procedures in place which support staff in

promoting children's health and safety in the setting. Risk assessments of the premises are carried out regularly and include spontaneous risk assessments for any special or additional activities, although staff are not always vigilant in monitoring the implementation of day-to-day safety procedures. There are many opportunities for children to go on outings and these are all risk assessed in detail to ensure potential risks are minimised appropriately. All records relating to children's health and safety are well maintained. Staff have an up-to-date knowledge and understanding of child protection procedures and are aware of what to do if they have any concerns relating to child protection.

Staff make excellent use of the available space in the setting to provide a variety of different play situations for children, mirroring the indoor provision in the outdoor play areas so that the outdoors offers an equally stimulating alternative play environment for children. Children are encouraged to make choices independently through easy access to a wide range of suitable and age-appropriate resources. The management team are attentive to sustainability, for example, purchasing new equipment that is constructed from long-lasting materials and replacing a worn-out grassy area with an artificial lawn. Staff are extremely well deployed around the nursery so that they are able to interact with children according to their needs and promote their learning through involvement in their play. Staff are given individual responsibilities to encourage teamwork and ensure the smooth running of the nursery's routines.

Staff focus on valuing children as individuals and emphasise the importance of their social and emotional development within the setting, with a view to helping all children to enjoy their nursery experience. They work closely with parents, providing relevant information about the nursery in a welcome pack and at an introductory meeting. Staff encourage the use of email to exchange information with parents on a regular basis, as this suits the majority of families, although other forms of communication are available on request. Children's observation files are shared with parents so that they are actively involved in their children's learning. Parents are eager to make their own contributions to these, often in the form of photographs from home. Parents are enthusiastic in their praise of the setting and appreciate the opportunities to offer their views and suggestions, for example, regarding a smoother transition for children between toddlers and pre-school.

The management team are proactive in encouraging a reflective practice amongst staff so that they continually look for ways to improve their practice. Staff are very well supported by a colleague with early years professional status and this has contributed greatly to the diverse learning experiences on offer in the setting. She has worked with staff to develop their knowledge and understanding of the Early Years Foundation Stage, to establish an effective system of observational assessment and to develop ideas for special activities which interest different groups of children. The nursery manager has established links with other professionals and providers in order to provide continuity of care for all children, taking into account any special educational needs. She is hands-on in her leadership, motivating and enthusing staff so that they all feel valued as members of a team. She has relevant plans for the future, for example, she is keen to pursue ways to continually reflect the wider community within the nursery, for

example, bringing in individuals who can inspire children in their learning.

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

Children delight in the opportunities to make friends, explore and have fun in a vibrant learning environment. For example, babies and toddlers especially enjoy sharing books and playing with toys that move or make sounds. Staff follow up their interests by spending time with children, helping them to feel emotionally secure and developing their communication through modelling words or singing rhymes. Young children respond enthusiastically by repeating words and actions or describing pictures. Pre-school children are very confident in their communication and quickly acquire early literacy and numeracy skills, such as writing letters, making comparisons and simple practical calculations. They are active and creative learners, persisting at self-chosen tasks and making discoveries as they explore. For example, they fill and pour, construct models and devise imaginary games. There are excellent opportunities to be creative and children are encouraged to think about what they are creating and express their own ideas in their pictures and models. Staff enhance children's learning experiences by supporting and affirming children in their own choices or by introducing different resources, for example, a den or telescope, which excite children and maintain their interest throughout the day.

Staff use a comprehensive system of observational assessment to assess children's progress, collecting a range of observations to demonstrate children's stages of development in each area of learning. These are used with reference to the EYFS guidance in determining children's next steps of learning which are then included in future activity planning. This is particularly effective in providing a variety of relevant play situations, and special themed activities, that move children on in their learning. For instance, children find out about the life cycles of chickens, or the design of a kite, both in practical situations and through books and discussion. Staff make the most of opportunities to challenge children and extend them in their learning, for example, when attempting an obstacle course or listening to a story. Children learn to work together at joint tasks and find out about a wider world as they use resources that reflect diversity or celebrate festivals linked to different religions and cultures. This learning is extended on trips into the local community, for example to a Polish or Caribbean shop, where they discover new multicultural foods. As a result children benefit from an exceptionally broad and diverse educational programme and gain particularly useful skills for the future which aid their transition to school.

Children develop high levels of personal independence and learn to make decisions for themselves as they make choices within their environment. Staff encourage children to be independent at mealtimes, but also to develop social skills as they sit and chat together in small groups. Breakfast time is well placed in the daily routine so as to be an inclusive social event, combining an early breakfast and mid-morning snack. Children especially enjoy the provision of fresh fruit which encourages their awareness of healthy eating, as well as growing their own fruit

and vegetables outdoors. They are aware of good hygiene practices, such as hand washing when requesting an 'in-between' snack. The outdoor play area provides an especially stimulating environment for children where they can practise and develop physical skills in a safe setting. They understand how to behave in a way that is safe for themselves and for others, for example, patiently waiting a turn to go over, or under, the rope ladder. Children learn to behave responsibly and to negotiate with others, resulting in older children actively avoiding situations of conflict. They are well supervised throughout the day, always happy and busy as they seek out different play activities in a relaxed and supportive environment.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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

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