

Round Chapel Families Project (Nursery)

Inspection report for early years provision

Unique reference number	144640
Inspection date	13/06/2011
Inspector	Jennifer Liverpool
Setting address	Round Chapel, Old School Rooms, Powerscroft Road, London, E5 0PU
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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

Round Chapel Nursery was established in 2000. It is run by a management committee made up of representatives of the church and parents. The setting operates from the basement hall of the church, which is located in the Lower Clapton area of the London Borough of Hackney. Children have access to a hall and the ground floor meeting room and first floor hall are also accessible to children. The setting opens each weekday from 8.30am to 1.30pm for 48 weeks a year. Three days a week the provision is extended in the afternoons from 1.45pm to 3.00pm for yoga, music and movement and art sessions. The setting is registered to care for a maximum of 18 children under eight years. There are currently 36 children aged from two to four years on roll. No children in the later years age range attend the setting. The setting receives funding for free education for three-and four-year olds. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting supports children learning to speak English as an additional language. The setting employs four staff to work directly with the children; of these, three hold relevant childcare qualifications and two work part-time. The setting has a number of long term volunteers and takes student placements. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting generally safeguards and promotes children's welfare well although there are no staff with a current paediatric first aid qualification and fresh drinking water is not available at all times. Children take part in a varied range of activities that supports their learning and development and they are making satisfactory progress even though planning and assessments are carried out inconsistently. Partnership with parents is strong and helps to promote continuity of care and contribute to children's wellbeing. The management committee and staff demonstrate the capacity to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that there is at least one person who has as a current paediatric first aid certificate on the premises when children are present and there is at least one person on outings who has a current paediatric first aid certificate (Promoting good health) (also applies to

27/06/2011

- both parts of the Childcare Register)
- ensure that fresh drinking water is available at all times (Promoting good health) 27/06/2011
- ensure all records relating to childcare activities, including staff records, are readily accessible and available for inspection at all times (Documentation) 27/06/2011

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

- make sure that the risk assessment covers anything with which a child may come into contact, including large play equipment in the park
- develop further systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child
- make sure that all staff are aware of the need to maintain privacy and confidentiality, with particular regard to records of medication

The effectiveness of leadership and management of the early years provision

Staff demonstrate a sound knowledge of the signs and symptoms of abuse and they know how to proceed if they have concerns about a child in their care. There are systems in place to ensure that children only leave the setting with approved adults. This supports children's welfare. There is documentary evidence to show that all staff working directly with children have undertaken a criminal records bureau check. However, during the inspection it was not possible to check the other ways in which staff's suitability to work with children are checked because the majority of the staff records were not made available for inspection. This is a breach of regulations. Senior staff do not have access to those records in the absence of the management committee.

Children benefit from having easy access to a varied and suitable range of toys and equipment. Staff deployment is effective and ensures that children are well-supervised when they are on the premises. Risk assessments are in place to minimise hazards to children. Also, regular fire evacuation procedures and the security of the premises help to keep children safe indoors. Staff make sure that they keep essential equipment, such as a first aid box and a box of tissues when taking children out. While the staff assess the risks to children en route to local parks and check its security, they over look the risks to the children, particularly when using large play equipment. Some staff have attended training for first aid at work and one member of staff is booked to attend training in paediatric first aid. However, at present none of the staff have a current paediatric first aid certificate which is a breach of regulations.

Relevant information such as children's medical needs, home language, parental consents and routine care is collected and helps staff to meet children's individual needs. They ensure they know about children's culture so that they can help each child learn about their own culture and see it as important. Children become aware

of their own and other cultures through resources, activities and the celebration of festivals, such as Chinese New Year and Easter. There are a number of policies to guide staff in their daily practice and to promote the welfare of children and many are implemented reasonably well. However, the procedures for confidentiality are not fully adhered to as several entries for medication administered to different children are listed on the same page in the medication book. The evaluation of the provision has helped to identify strengths and some areas for development, though aspects of the provision have not been well monitored, namely assessments and planning and the availability of records. However, the management committee and staff team demonstrate commitment towards continuous improvement, which is shown through the meeting of the recommendations raised at the last inspection.

Partnership with parents is good. Policies are shared with parents at admission and the notice board displays the daily timetable and details about the six areas of learning. There is daily verbal feedback between key persons and parents at the beginning and end of the session. In spite of shortcomings in children's assessments, key persons know children generally well and keep parents informed of their children's development and general well-being. Parents share their views about the setting through questionnaires and they comment on how well their children are being cared for and the staff's friendly approach. Some parents provide positive feedback during the inspection. Parents are encouraged to take an active part in the setting through becoming part of the management committee, attending management meetings and taking an important part in the organisation of the setting. Staff are aware of the importance of working in partnership with other providers and are building links with local schools to help children make a successful transition.

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

Children are settled and secure as key persons work closely with parents to ensure a smooth settling-in period. Most children separate happily from their parents as they walk into the setting and are keen to play with the toys and participate in activities. They make choices about their play as they help themselves to resources from low-level storage units and choose from the range of table-top activities, arts and crafts and role-play situations. Staff value children's contribution and give praise and encouragement, thus promoting children's self esteem and confidence. Children's mark making, writing skills and painting are displayed on the walls. Also, there is evidence of children's achievements through photographs in the setting's activity folder. Children become aware of their own and other cultures through resources, activities and the celebration of Chinese New Year and Easter. Children generally behave well and they respond to requests for good behaviour. Younger children are given support to share and take turns. Older children are beginning to show care and concern for others as they help to get aprons for their peers to put on before participating in painting activities. They regularly water plants they have grown and learn about the needs of living things as they help to feed the goldfishes. Staff expect that children will help to tidy up the toys and equipment and children do so responsibly.

Staff have a sound knowledge of children's individual needs and development from the outset because parents contribute to an initial assessment about their child. This can help staff to build on what children already know. They verbally demonstrate a sound knowledge and understanding of the areas of learning and how resources are utilised to appropriately support children's learning and development. For example, staff provide children with opportunities to learn about foods that are good for them through playing matching card games. Also, children are encouraged to express their imagined experiences during a range of role-play situations, such as the restaurant and cars. Furthermore, children are provided with opportunities to practise writing in a number of situations including copying letters, mark-making in the sand tray and using a note pad and pencil to write customer orders in the role-play setting. However, a random sample of children's assessments during the inspection revealed that some do not sufficiently reflect children's achievements in the six areas of learning. Therefore, it is not clear how well these children are progressing, particularly in some aspects of problem solving, reasoning and numeracy, knowledge and understanding of the world and physical development. The system for planning is currently inconsistent in that the resources, focus language and groups of children are identified but, written plans are not always linked to the six areas of learning which means that the learning intention is not always fully effective to challenge and extend children's learning.

Children enjoy a varied range of physical exercise indoors, such as, yoga and music and movement sessions that contribute to their health. Regular outings to the local park where there is large play equipment, including swings, slides and rockers gives children the opportunity to develop their balance and coordination. However, staff do not always consider in advance the suitability of this equipment or the level of supervision required and therefore, on occasions, children are not always reminded how to use the play equipment safely and properly. Staff gather relevant information regarding children's dietary requirements and medical history. They ensure that children's individual dietary needs are met. Children are offered a good selection of cereals for breakfast, toasts with different spreads, yoghurt and a choice of milk or diluted fruit squash. Fresh drinking water is available to children during late morning snacks and at lunch time. However, few children confidently ask staff for drinks of water and water is not freely accessible during the session so that children can independently help themselves when they need a drink. Also, staff do not take water for children to drink when they are on outings. This is a breach of regulations.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Promoting good health) 27/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Promoting good health). 27/06/2011