

Tower Hamlets College

Inspection report for early years provision

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Inspector

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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

Tower Hamlets College Nursery was registered in 1999. It is organised for staff and students and is managed by the Student Services Department. It operates a term time service for children aged between 18 months and five years. The nursery is registered on the Early Years Register to care for 19 children at any one time. There are currently 42 children on roll. The nursery is registered on the compulsory and voluntary parts of the Childcare Register.

The nursery is based on college premises in the E1 postcode area and opens Monday to Friday from 9:15am till 4:00pm. Children may attend a variety of sessions. There are two group rooms, an outdoor play area and a sensory garden.

A team of five staff work with the children, all of whom hold recognised qualifications in early years childcare.

The nursery supports children who speak English as an additional language and children with special educational needs and/or disability. The setting receives support from the Local Authority Advisory Teachers and Development Workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy as they arrive at the nursery and settle quickly in the warm welcome they receive from staff. This is an inclusive setting in which all children's differences are valued and respected. Overall children's health, safety and behaviour is generally well promoted. Staff continually review their practice making changes when required to enhance the provision for the benefit of the children. Effective partnerships with parents contribute significantly to the well-being of the children and the progress they make in all areas of learning and development.

What steps need to be taken to improve provision further?

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

- monitor the new assessment system to ensure next steps for learning are consistently identified and include parents' contributions for all children
- develop the behaviour management techniques used by staff by ensuring children are provided with reasons why certain behaviours are not acceptable
- further develop the garden as an outdoor learning resource.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding and a secure knowledge of the procedure to follow to report concerns. All required checks are carried out on staff including temporary staff to assess suitability. There is a comprehensive range of policies and procedures to ensure the good organisation of the nursery and children's safety and well-being. Parents are provided with a copy of the policies in the nursery handbook. Risk assessments for the premises and any outings are carried out regularly. Staff are deployed effectively and know their roles and responsibilities well.

The relatively new manager is committed to the continuous improvement of the nursery. She and her staff team make time to reflect on their work in order to review their current practice and are keen to share ideas with their colleagues to improve outcomes for children and demonstrate how they have been successful in making and sustaining improvements. The manager uses processes of self-evaluation effectively to reflect on nursery practice and this helps her to focus on areas for further development. Through this process she has identified exciting plans for the further development of the sensory garden to make it more accessible as an outdoor learning resource.

Staff continually reflect on their provision providing a stimulating and interesting environment for the children. The learning environment is very well organised. The low level shelving and boxes enable children to self-select from a vast range of good quality resources, developing their independence.

Staff are motivated and supported to further raise their skills and qualifications. They are committed to partnerships and initiatives that help improve outcomes for children. The nursery is involved with the Every Child a Talker (ECAT) project to support children's listening and language. The 'teddy bears journey' project has been used successfully with the aim of enabling parents to support their children's learning at home. The teddy is loaned to the children to take home and may be used in a number of ways such as supporting communication skills and helping to manage behavioural difficulties. Guidance and plans give ideas to parents that enable them to record events at home; the children can then share these experiences at nursery to promote discussion.

Every member of staff is skilled at developing the children's language skills and play, introducing new vocabulary and ideas to extend each child's understanding and knowledge. Parents are valued and welcomed, communication with the student community and those who do not speak English as their first language, is very good. Regular contact between the children's key person and parents enable parents to be fully involved in the education and development of their child. They work together with the key person in planning areas for future development in all six areas of learning. The manager of the nursery and her line manager, who works with the parents who are students of the college, are working at building a close partnership to ensure good lines of communication at all times. Staff fully appreciate the importance of close working with other agencies and provisions

involved in the care of the children.

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

Children are busy, happy and very settled in the nursery, both inside and outside as they enjoy free-flow play into the garden. Staff know the children well and ensure the resources available meet every child's needs. Children enjoy the opportunity to self-select activities throughout the session as well as joining in on adult-led activities. They are constantly supervised to ensure their safety and well-being, with staff noting any spontaneous observations as they arise. The nursery has developed a user friendly system of planning, enabling them to identify the ongoing needs of every child. All observations are noted in the individual child's record and these, together with photographs, timed observations and a progress sheet, enable the staff to clearly identify the progression of the child through the six areas of learning. Staff acknowledge that because they are adapting to a new system of assessment they are fully aware that more work is required before this new system is firmly established.

Each key person provides a weekly planning sheet showing the key interests and areas for further development of every child in their group. The information on these sheets then informs the planning. A weekly plan is then put in place however, during each session staff will adapt the activities on offer to meet the needs of all the children present.

Since the beginning of term plans show how staff have introduced activities to further support parents, in contributing to their children's learning and development for instance, borrowing a book to take home in the reading scheme, inspired by their involvement in the Every Child a Talker scheme.

Staff play alongside the children throughout the session, developing their language skills, knowledge and understanding through very good open questioning and discussion. During free play in the garden when children spotted a ladybird, staff suggest they go and get their magnifying glasses so that they can look closely at the creature. Throughout this spontaneous exploration the staff members were listening to the children, answering their questions and encouraging the group that had gathered to look carefully and talk about what they could see. This inspired the children to go searching in the flower beds for more interesting insects. Staff are skilled at making good use of spontaneous opportunities such as, when a water tray is emptied and leaves a big puddle they encourage the children to go and put on their wellies so that they can jump and splash. The children are thrilled by this.

At snack time children helped to make their own sandwiches, this involved them cutting up cheese and spreading the butter. Lots of discussion about size and shape and learning to cooperate with their friends as they wait their turn, resulted in them talking about what their mums are cooking at home.

Children's health is positively promoted through the good personal hygiene practices and procedures followed by the nursery. Staff encourage the children to learn how to keep themselves safe, for instance climbing the slide safely and ensuring they know where every child is throughout the session. The clear behaviour management policy, generally implemented by all the staff, ensures the children develop good behaviour and an understanding of behaviour that is unacceptable however, some challenging behaviour from the older children in the group is not always so well managed to ensure they understand the boundaries.

Children enjoy lunch time, which is a social time for staff and children to sit together and have relaxed discussions. The children enjoy healthy and nutritious food, which is tasty and always includes some fresh fruit or vegetables. Adaptations are made to the meals to meet a range dietary requirements.

Throughout their time in the nursery children enjoy activities that positively promote all areas of development, through the good range of activities provided and the positive interaction between the children, their families and the 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

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	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

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	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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