

# Places For Children

Inspection report for early years provision

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**Unique reference number**

EY260754

**Inspection date**

24/06/2011

**Inspector**

Rufia Uddin

**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

Places for Children Day Nursery opened in 2003, and is part of the Places for Children nursery chain. It operates from two rooms in open plan, purpose built ground floor premises, in Homerton in the London borough of Hackney. There is access to an office, staff room and toilets. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting may care for no more than 50 children under 8 years; of these, not more than 50 may be in the early years age group, and of these, not more than 42 may be aged two and 16 aged under two years at any one time. The nursery is open each weekday from 8.00am until 6.00pm. All children share access to a secure outdoor play area. There are currently 68 children aged six months to four years on roll. Of these, 20 receive funding for early education for three to four-year-olds, and 11 are currently receiving two-year-old pilot funding for early education. Children come from a wide catchment area, as most of their parents travel into work around the area. The setting currently supports a number of children who speak English as an additional language. There are currently no children with special educational needs and/or disabilities on roll. The nursery employs 14 members of staff. All staff hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is able to meet children's learning and welfare needs effectively as it works with a good understanding of their needs. Children play happily in a child-friendly setting where they are able to make choices, be independent and access appropriate learning opportunities. The nursery engages with parents, the local authority and other providers to ensure that all children make progress. Children's health and safety is given priority and is underpinned by good policies and procedures. Healthy eating is promoted well. The nursery is committed to continuous improvement and achieves this through reflective practice and ongoing training.

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

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

- enable children to contribute to displays about equality of opportunity, the celebration of diversity and the wider world (also applies to nursery education)
- develop further the use of assessment information gained from observations to track children's progress towards early learning goals

- develop further the use of the outdoor area to promote learning
- improve accessibility of disabled toilet.

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

Children are well protected because staff are vigilant about safety issues, and use risk assessments well to reduce possible hazards. Children practise regular fire drills, and all staff have a clear understanding of their roles and responsibilities if an emergency evacuation becomes necessary. Children are also protected from harm as staff have a clear understanding of their role with regards to safeguarding the children in their care. They have a secure knowledge and understanding of child protection procedures. They know the different types of abuse, as well as possible signs and symptoms that may indicate a child is at risk. Staff have an understanding and awareness of the procedure to follow in the event of having a concern about a child. Written policies and procedures on safeguarding children include what to do in the case of an allegation being made against a member of staff. Furthermore, policies and procedures are reviewed regularly. Staff have first aid qualifications to facilitate an appropriate response in an emergency. The building is secure and there are effective procedures in place to ensure the safe arrival and collection of children. Details of authorised people to collect children are recorded and a password system is set up for carers. Photographs of staff are displayed on the notice board. Children are protected from people who have not been vetted, as visitors are supervised at all times and sign in and out of the nursery, and children are never left with any adult other than those who have been cleared as suitable to work with children.

The nursery promotes an inclusive practice, and works to ensure that children from a range of backgrounds and starting points make progress and build on what they can already do. Staff are well led and trained to enable children to learn about their diverse world in an age appropriate way. Children's understanding of equality and diversity is promoted as they learn about special days and festivals, and use resources that promote equality. Children's learning and development in other areas is supported by an appropriately resourced environment. Staff were able to demonstrate an awareness of how to care for children with special educational needs and/or disabilities, and children who speak English as an additional language. However, the door to the disabled toilet is difficult to open. Staff have good working relationships with other professionals who visit the nursery to help support children. Staff spend time in conversation with others, such as a speech therapist, and they learn how to use a variety of aids to ensure children get the most from their time at nursery. There is a named Senco Officer who has attended training, and consequently has an understanding of how to organise care for children with additional needs. Engagement with parents also contributes to the service provided. Information, such as written policies and procedures and records of children's progress, is shared with parents to support the ongoing learning and development of children. Management understands the importance of working with others and, consequently, the nursery has established links with local schools to aid the transition of children to full time education. Furthermore, management ensures that self-evaluation includes the thoughts of staff, children and parents.

The staff team work effectively together and are supported well in their continuous professional development. This is done through regular team meetings, one to one sessions, training and support from the early years advisors. All staff want children to achieve their potential in a caring and supportive play environment. The setting reflects on its day to day work, and regular staff meetings allow ideas to be exchanged. Previous recommendations have been addressed, which demonstrates a commitment to making improvements.

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

Children are able to make progress because they access a good range of appropriate learning opportunities. Although observations do not yet consistently link to progress towards the early learning goals, observations of children contribute to the planning of activities. Staff regularly observe children to understand how they interact with activities and each other. Staff collate information and use photographs and examples of children's work to produce individual portfolios of achievement. Information is shared with parents to promote their involvement and staff use it in planning; this helps to ensure that children remain interested in what they do. Children also enjoy the freedom to make choices for themselves and they select resources to play with, which helps to keep them interested and promotes their independence. Staff support children of all ages well as they promote child-led activity and children's decisions. As a result, children play with construction sets, messy play resources or they use role play resources with or without adult support. Children respond very well to adults as they involve them in their play, listen to advice and follow guidance that may be given. When some of the younger children selected a book, a member of staff became involved to actually read the story, which the children enjoyed.

When children take part in adult-led activities they also respond well, as they learn about numbers, sounds and letters. Children's language development is developed in an age appropriate way because children of all ages are included in conversations, and asked questions about what they are doing. Children are able to enhance their mark making and early writing skills through play, and older children enjoy using books to find out about things. The setting has a good understanding of the Early Years Foundation Stage and of how young children learn through experience and play, and consequently, children's understanding of number and their creative skills are promoted as they take part in well planned activities. Children use paints and soft materials to make collages and handprints to display and take home. They are constantly stimulated by the range of materials arranged at their level, and enjoy hiding in the tent. Although the outdoor area is not yet organised to promote learning across the six areas of learning, children enjoy their time outdoors and they are able to enhance their physical skills. The youngest children in the setting play confidently with a good range of equipment, which allows them to develop their coordination and mobility. Children are able to develop skills for the future because they have access to computers and interactive toys. Consequently, they are beginning to develop information technology skills.

Children's health is promoted because the nursery environment is clean and well maintained. Furthermore, children are encouraged to adopt healthy lifestyles. Staff teach them to be active and to understand the importance of fresh air and physical activity, as well as adopting healthy habits and good hygiene practices. For example, children are encouraged to wash their hands with antibacterial soap after going to the toilet, and before meal times. The nursery has good procedures in place to ensure that children's dietary requirements are met. Children have water to drink throughout the day, and healthy meals are prepared and cooked fresh each day, in the kitchen, by the nursery cook who holds a food hygiene certificate. A separate milk kitchen is used for the storage and preparation of milk feeds, bottles and baby food. Children's independence is promoted as they are encouraged to dish up their own meals, although staff are always on hand to provide support when required. Children learn to keep themselves safe because staff remind them how to behave in a safe manner, for example reminding children not to run indoors, and teaching them how to evacuate the building in an emergency. Adults act as good role models, build up close and secure relationships with children, and regularly praise and encourage their achievements. As a result, children are happy and enjoy their time spent at the nursery, and learn appropriate social skills and behaviour, such as sharing and taking turns.

## 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

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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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