

African Caribbean Day Nursery

Inspection report for early years provision

Unique reference number

140402

Inspection date

07/07/2011

Inspector

Liz Corr

Setting address

30 Hornsey Park Road, Hornsey, London, N8 0JP

Telephone number

020 8889 4222

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The African Caribbean Day Nursery opened in 1992. It is a charitable organisation and is run by a voluntary management committee. It operates from a house in the N8 area of the London Borough of Haringey. Children access three play rooms one on the ground and two on the first floor. Children also have access to an enclosed outdoor play space. The nursery operates five days a week for 51 weeks of the year from 8am to 6pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time. There are currently 22 children in the early years age group on roll. The nursery is in receipt of funding for early education. The setting supports children who speak English as an additional language. There are five full time staff working directly with the children and they all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed and settle easily at the setting. Their welfare and learning needs are promoted effectively overall. Excellent relationships have been developed with parents who are well supported and encouraged to be involved in their child's learning. The setting is committed to the process of self-evaluation consequently; they are clearly making continuous improvements. This is an inclusive environment, which ensures children are valued and included.

What steps need to be taken to improve provision further?

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

- develop further the risk assessments to cover anything with which a child may come into contact, with particular regard to the garden and the storage of children's equipment
- develop the organisation of meal times so that children are provided with more opportunities for independence and learning.

The effectiveness of leadership and management of the early years provision

Staff at the setting have a comprehensive awareness of safeguarding issues and regularly update their knowledge. This ensures they have a secure understanding of how to recognise and report child protection concerns. Clear procedures have been developed which ensures that staff report any child protection concerns to the appropriate agencies. Children's safety at the setting is generally very well

promoted. For instance, secure systems are in place to promote fire safety. Staff have recently updated their knowledge in this area including, the use of fire fighting equipment. Risk assessments are carried out for both the premises and individual outings. However, the risk assessment does not fully cover everything with which a child may come into contact. For example, some potential hazards in the garden and the storage of younger children's belongings have not been fully risk assessed.

The management work well with the staff team in evaluating the provision and making continuous improvements to the setting. Secure systems including, regular monitoring of the provision and a commitment to the process of quality assurance are carried out in partnership with the local early years service. Consequently, outcomes for children are good. Resources at the setting provide children with good opportunities to take part in adult-led and child initiated play.

The setting promotes inclusion well. A welcoming environment is provided and aims to value each child's individuality. Positive images of children's backgrounds and cultures are displayed throughout the setting, which promotes children's self-esteem very effectively. Furthermore, children have a secure sense of belonging here as staff get to know them and their families well through secure partnership with parents. Effective partnership working with other agencies means that children are well supported and receive support at an early stage where needed.

The setting has highly positive relationships with parents. Parents are provided with good opportunities to be involved and make decisions as they participate in committees at the setting. They are provided with regular updates about their children's progress and are actively encouraged to be involved in their child's learning. Feedback from parents is extremely positive. For example, they enjoy opportunities to be involved in special events including, sports days and the teddy bears picnic. This also helps them to get to form friendships with other parents at the setting. Parents appreciate the home cooked food that children are provided with and appreciate the welcoming atmosphere and individual attention their children receive.

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

Children are warmly welcomed on arrival by the staff. Younger children are provided with sensitive support if they are upset. For instance, they can spend time with their siblings until they are ready to join their group room. Children's good behaviour is encouraged as they learn to take turns and to share. They practise good manners as they say 'please' and 'thank you' at meal and snack times. They are relaxed and confident here as staff know the children and their families well. Staff help children to prepare for change as they chat to them about new events that are happening in their lives such as, new babies. Children of all ages are provided with good opportunities to appreciate books and stories. Younger children sit comfortably with staff often sitting on their laps to enjoy their favourite books. Babies are keen to turn the pages to see what is happening on

the next page. They are also provided with stimulating opportunities to increase their language skills. For instance, they are provided with toy telephones and encouraged to pretend to talk to their families. Older children thoroughly enjoy opportunities to help staff make up stories or extend ones they know well. They are keen to decide which characters they will be and listen attentively as staff promote their participation in the story. This encourages their imagination and language skills. Furthermore, older children enjoy using the outdoor area to extend their imagination as they pretend to search for witches using the toy cameras to pretend to take photographs of them. Resources and activities for babies are generally good. They enjoy role-play opportunities as they pretend to fry fish in their home corner.

Children benefit from the staff's knowledge of the Early Years Foundation Stage framework. They are provided with an interesting range of activities, which are based around their individual interests. The staff regularly observe and assess the children's development and share this information with parents. Useful systems have been devised to encourage parents to be involved in and to share children's learning from home with the staff. The effective partnership working helps to support and extend children's learning.

Children are developing a good awareness of healthy living as they have regular opportunities for fresh air and exercise outdoors. Children look forward to healthy snacks as they ask staff if their snacks are ready. Older children demonstrate their good awareness of hygiene when they ask for clean cutlery after dropping theirs on the floor. Freshly cooked meals are provided each day and take account of children's individual dietary needs. Children enjoy sitting with their friends at meal times. However, opportunities for developing independence skills and spontaneous learning are not fully developed. For example, children do not always have opportunities to choose what they would like to eat and discuss healthy options. Children are encouraged to learn safe behaviour throughout the day. For example, they are reminded how to stay safe on their bikes and scooters outdoors. Furthermore, they are learning to keep safe in an emergency as they practise the evacuation procedure.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----