

# Sam Morris Centre Nursery

Inspection report for early years provision

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**Unique reference number**

131732

**Inspection date**

27/07/2011

**Inspector**

Liz Corr

**Setting address**

Parkside Crescent, Isledon Road, Islington, London, N7 7JG

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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*.

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## **Description of the setting**

The Sam Morris Centre Nursery is a community and opened 1996. It operates from purpose built premises in a residential area in Finsbury Park in the London Borough of Islington. It is managed by a voluntary management committee. Children access three play rooms and toilets. The children also have access to a fully enclosed garden. The setting is open from Monday to Friday from 8am to 6pm for 49 weeks a year.

The setting is registered on the Early Years Register. A maximum of 37 children in the early years age range may attend at any one time. There are currently 37 children in the early years age on roll. Of these 12 children are provided with funding for early education. The setting also supports children learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs eight staff working directly with the children including, the manager, all of whom, hold recognised early years qualifications.

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

Overall the quality of the provision is outstanding.

Children flourish in this highly stimulating and welcoming environment. Inclusion is embedded at the heart of all the work within the setting. Highly effective safeguarding procedures are in place to ensure that children are protected. Productive partnerships with parents and carers result in strong levels of engagement within the setting. Management use successful techniques to inspire and motivate the staff team. Self-evaluation and reflective practice are consistently maintained throughout the service.

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

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

- enhancing children's knowledge of caring for the environment through recycling and composting

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

Highly effective safeguarding procedures are in place to ensure that children are protected. Staff at the setting have a comprehensive awareness of safeguarding issues and receive regular training to update their knowledge. Efficient safeguarding measures are followed for staff recruitment and vetting procedures. Furthermore staff at the setting are very well managed and supported. Children's

safety at the setting and on outings is prioritised. Risk assessments are implemented consistently so that any hazards are dealt with promptly and effectively.

Management use successful techniques to inspire and motivate the staff team. Consequently staff are very enthusiastic and committed to making continuous improvements to the setting. Previous recommendations from their last inspection have been addressed and highly effective systems for self-evaluation and reflective practice are maintained. Consequently, staff undertake new initiatives such as, the letters and sounds project, with enthusiasm taking a lead role to implement this new initiative and support their colleagues. As a result of their commitment and interest, outcomes for children's achievement and well-being are exceptionally high.

The setting has highly successful relationships with parents and carers. Significant opportunities are provided for parents to be involved in decision making. For example, they have opportunities to be involved in the management committee and attend regular parents meetings. Parents are warmly welcomed and encouraged to spend time with their children. Parents provide extremely positive feedback about the setting. They value the resourceful ways that staff help them to support their child's learning and also the significant support they receive to manage their children's behaviour using positive strategies. This productive partnership with parents and carers results in strong levels of engagement within the setting and enables parents to provide valuable support for their children's welfare and learning. The setting has developed highly effective partnerships with other agencies and services involved in the well-being and learning for all children. Staff are alert to any development concerns and respond quickly using their well-established support systems for individual children.

The successful promotion of inclusion is embedded at all levels of within the setting. The very successful key person systems ensure that all children develop a strong sense of belonging here and their development is closely monitored, so any gaps in their achievement are efficiently identified. Children learning English receive significant support in their home language as parents provide key words which are used and displayed very effectively around the setting for children to see. Furthermore, this becomes an enjoyable learning experience for all children who learn to appreciate other languages.

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

Children flourish in this highly stimulating and welcoming environment. The secure and individualised settling-in routines ensure that children develop secure relationships with all staff and a strong bond with their key person. Staff are highly confident in their knowledge of the Early Years Foundation Stage. They motivate children's learning exceptionally well. For example, staff are very skilled in posing questions to children to extend their thinking and their vocabulary. Children's development is regularly observed and assessed and shared with parents who are

provided with purposeful ways to extend their learning at home. Staff know the children well and in partnership with parents plan activities around the children's interests. Consequently, children are interested and motivated to learn.

Children benefit from the well resourced setting which supports their learning and development. Children move freely between the indoors and outdoors and are provided with a wealth of learning opportunities in each area. For instance, children are drawn to nature outdoors and spend time observing snails. Their interest is very well supported as staff pose questions to support their learning and interest. Their learning and enjoyment is extended as staff remind them of their recent nursery trip. Children excitedly recall the animals they saw and handled for themselves. Children have some opportunities for learning about recycling in their environment however; this has not been fully developed. All children including babies are developing skills for the future. For instance, babies enjoy exploring their environment using their senses as they access a wide range of natural play materials. They happily develop early mark making skills as they access paints and paper at their level. Furthermore, babies squeal with delight as staff praise them for their achievements. This promotes their self esteem and encourages them to continue to develop their physical capabilities such as, learning to stand. Children's learning is encouraged throughout the day. Staff make excellent use of meal times to encourage children's understanding of good health as children are provided with very clear explanations about the importance of hand washing. Older children demonstrate their awareness as they talk about germs and how they can protect themselves by washing their hands before lunch. Meal times are social occasions where children confidently chat to their key person and friends about their morning activities. Their awareness of healthy eating is exceptionally well promoted as staff encourage children who were involved in a cooking activity to talk about how they made the coleslaw they are having for lunch. Staff comment on how delicious it tastes and praise the children involved. This encourages all children to enjoy and learn about healthy foods. Furthermore, children are keen to talk about their successful gardening project and the fruits and vegetables they enjoy prefer.

All children demonstrate a strong sense of security and safety at the setting. Staff provide very positive examples of how to keep safe and how to care for younger children. Even very young children are introduced to visitors so they learn to feel safe in their environment. Children take part in regular emergency evacuation procedures and are provided with very good examples of how to keep safe on outings. This further promotes their feeling of safety both indoors and out.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
The extent to which children adopt healthy lifestyles	1
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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