

Rosemary Works EYC Ltd

Inspection report for early years provision

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Inspector	Catherine Greene

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Type of inspection	Integrated
Type of care	Full day care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Rosemary Works Early Years Centre is a private nursery which re-registered in 2008, though has been operating at this site since November 1997. The nursery uses part of the ground floor of a converted warehouse on the Regents Canal and offers day care for children aged 3 months to 4 years. The nursery is situated on the borders of Hackney and Islington and the provision is within easy access to local parks, schools, shops and bus routes. The setting is open plan and the room is divided into different areas according to age. Off this hall is another group room, kitchen, staff room and an office. There are two baby rooms which are located at either end of the premises. The children also use a classroom in the neighbouring school. There is also an enclosed outdoor area. The nursery is registered for 98 children, there are currently 95 children on roll and of these, 10 children are in receipt of funding for nursery education. The majority of staff hold a relevant childcare qualification. The provision receives support from the Learning Trust. The provision operates Monday to Friday 08.00 - 18.00 and is closed at Easter and during the Christmas period. The nursery may also be closed for staff inset training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are nurtured very well and cared for in a clean and well maintained nursery. Staff ensure that procedures are carefully followed to ensure the good health of children. Medicines are administered correctly, with all required information properly recorded. All staff have attended first aid training and there are first aid kits available throughout the setting. Children's good health is also promoted by the nursery having effective practice in place in the event of any child requiring emergency medical treatment and for the reduction of accidents within the setting. In addition to this, staff use effective hygienic practice during the day; for example, when changing nappies, preparing areas for children to use and when they ensure that children wash their hands at appropriate times during the day. The risk of cross-infection is also reduced through hygienic toileting routines: disposable gloves and aprons are used and children are encouraged to be independent.

The nursery has a healthy eating policy and an extensive understanding of the benefits of providing children with nutritious food, this is promoted very well together with parents. All meals and snacks are freshly prepared by the nursery cook on site. The nurseries involvement in the 'Happy in Hackney' programme has been fundamental in raising awareness and reinforcing the very good practice already underway. Children's individual dietary needs are known to all staff and food provided is tasty, varied and healthy. Children have been learning about their senses as a theme within the curriculum. Topics include touch and taste using different textures, tastes and smells are used to stimulate and encourage development of the

senses.

Children engage in a wide range of activities which support the development of their physical skills, both in the outdoor space, and indoors during regular sessions in music and movement. Staff support children well throughout the nursery to ensure they develop these important skills. The nursery make very good use of its location by the canal and children enjoy watching the wildlife and barges as they float by. In the annexe area, children have access to a range of play equipment, including sand and water, easels and wheeled toys. To enhance this provision staff plan an effective programme of outings, including daily trips to the local park. The addition of the 'train' to transport younger children adds a dimension of fun and adventure for the children and makes for very effective transportation.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery provides safe and secure premises for the children. Visitors to the nursery can gain access only with the authorisation of staff. All visitors are directed to the office located directly at the entrance. The setting ensures that there is always a senior member of staff available to welcome parents or visitors to the nursery. Children are greeted warmly by the staff and they clearly feel safe and secure within the setting.

Staff conduct regular risk assessments on all areas of the premises and outdoors in the play areas. Equipment and furniture are in good repair and plans are underway to improve the outdoor play area for big playschool and add some new climbing equipment. Inside, resources are displayed on low-level open-plan shelving, which suitably creates a child-centred environment and serves to enclose a comfortable, secure area within the large hall and group areas.

The setting provides the children with many opportunities to enjoy visits both locally, to parks and on walks, and in the wider community, to farms and places of interest such as Syon park. The manager ensures that all visits are as safe as they can be for children by carrying out thorough risk assessments before children are taken on the visits. As a result, the children gain valuable experiences from outings, which are carefully planned and where potential hazards have been actively reduced. However, although risk assessments are carried out on swimming trips there is no written procedure in place.

Rigorous employment procedures mean that only adults who are safe to work with children are employed to do so. Children are further protected by staff maintaining a good understanding of appropriate child protection procedures. They are aware of their responsibility with regard to child protection issues.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children in the nursery are grouped according to their ages and stages of development. Both baby rooms provide an effective environment for care and learning. The youngest children in the nursery are very well cared for by staff who have developed warm relationships with them. Staff respond very effectively to the needs of the children, ensuring that they can have time for rest and tranquil play. Staff throughout the nursery know the children very well. The key person system is central to this part of the nursery's work and it allows the setting to meet children's individual needs very effectively. Children are developing their confidence and self-esteem very well. They are very well settled into the routine. They have good relationships with the staff and they clearly enjoy each other's company. The staff are kind and gently spoken and there is a good sense of fun within the nursery.

A stimulating environment means children are inspired by the activities available and staff are committed to children's social development and enjoyment of the group. The nursery is well resourced, activities are thoughtfully planned and give children of all ages the opportunity to enjoy a stimulating challenge. Staff are skilled at providing opportunities that can be enjoyed and undertaken at different levels. They have adapted a sand tray so that it is a beach. The younger children enjoy the texture running their hands through, whilst the older children measure, weigh and pour the mixture. They extend this into imaginary play and give cups full to staff sitting at tables. Discussion is encouraged and the staff are skilled at extending the activity using very good open ended questioning techniques. Children clearly enjoy their time spent at the nursery. They explore and handle natural materials as they measure and pour water and sand and work with recycled materials. They role play, make collage and enjoy exploring in the exciting sensory play area. Good use is made of planning and observations to help children make progress and achieve in all areas of their development.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an excellent understanding of children's development and plan a stimulating, well balanced curriculum. Activities and resources are purposefully grouped into different learning areas and children are developing very well across the curriculum. The big playschool room is set up to promote all areas of learning and children have independent access to toys, resources and materials. Children enjoy exciting learning opportunities as they play in and outdoors. They have close relationships with all staff, especially their individual key person who is responsible for coordinating and monitoring their care and development.

Children are very free within the structure of the planned curriculum and are able to develop and consolidate their learning in their own time. The rich environment inspires children's learning and they spend their time purposefully. Staff show pride in their thorough knowledge and understanding of the children. Planning links clearly to the six areas of learning and staff observe children's progress through observation. They evaluate the activities and assess children's progress to help plan the next steps in their learning. Staff maintain a record of the children's progress through observations and individual assessment books. They give excellent attention

and support to the children. Staff are very motivated and enthusiastic, they work well as a team and enjoy the time they spend with the children.

Children are enthusiastic learners who settle quickly to their chosen activity. They are able to take turns and share fairly, especially while waiting their turn to participate in a drawing activity. Children are encouraged by staff in their independence, they take responsibility when tidying away after themselves and develop confidence as they express themselves and make choices. Children are emotionally secure within the nursery environment and with the staff group. As a result the atmosphere is very relaxed and calm. The adults in the room are visibly relaxed, they talk, smile and laugh in obvious enjoyment of the children and the environment that the nursery provides. As a result the children are relaxed and able to access the curriculum with total absorption

Children are developing their communication, language and literacy skills very well. They are highly skilled communicators and frequently initiate conversations with staff, visitors and each other. Their communication is supported by staff as they talk with the children and answer their questions throughout the day. Children are linking sounds to letters, objects are collected and children talk about the letters and the sounds that they make. They use a variety of materials, such as pencils, paints and chalk. They look at books independently, and with staff who sit with them in small groups in the comfortable book area. Children's language development is further extended as they watch and join in with keen interest during the story telling at circle time. Resources are provided to promote the development of their fine motor skills. These activities include mark making opportunities, sand and water play, the use of construction toys and a range of art and craft activities.

Children use a range of mathematical equipment to support their learning in this area. They are able to order and sequence objects correctly. They can count to 10 and sometimes beyond with meaning and understanding. Staff make good use of everyday activities to support children's understanding of mathematical concepts, such as adding and subtracting using the till in the home corner to buy and sell different items.

Children enjoy exploring and experimenting and are beginning to understand the world in which they live. They learn about nature as they are taught about the life cycles of different animals. They are inquisitive about the natural world; they have collected shells and painted sea life and they enjoy caring for the nursery's fish. As a consequence, children learn to respect and appreciate the natural things around them.

Children engage in an imaginative variety of creative art activities, with a skilled specialist art teacher. They have produced some really attractive displays, wall hangings and mobiles using recycled materials. They are able to role play with home-corner equipment and the preparation of real food. They enjoy listening to, singing and making their own music with a variety of instruments during the fabulous music and movement sessions.

Helping children make a positive contribution

The provision is good.

The setting's positive approach and children's access to a range of experiences that reflect diversity, foster children's spiritual, moral, social and cultural development. Children have access to a very good range of resources that enable them to develop a positive view of diversity within society and to value and respect their own and other's cultures. During circle time, storytelling is used to discuss the beliefs and values of different cultures and raise children's awareness of their own and other cultures and faiths. Cultural and social diversity are positively reflected throughout all areas of the curriculum and a variety of world faith festivals are acknowledged during the year.

Children's individual needs are extremely well met. The staff know the children very well, via the information provided when the children first start and through ongoing dialogue with parents. Staff are very positive role models, they are calm and gently spoken, they smile and enjoy themselves as they work with the children. As a result, the children are well behaved and they play very well together. Children understand the difference between right and wrong and staff offer effective support, in order for them to learn how to put things right and negotiate with each other.

The partnership with parents and carers is outstanding. Parents are offered a wide range of written information about the nursery and are subsequently very well informed about their child's progression and the nursery year. Children benefit from an open and close partnership. Parents comment positively on their experience and are fully involved in the activities of the nursery. They contribute to topic work and regularly share their skills. This partnership with parents and carers contributes to the success of the nursery.

Organisation

The organisation is good.

Children benefit from a staff team who have a secure knowledge and understanding of children's developmental needs. The nursery has an established and well organised staff team who receive ongoing training and support. The nursery is exceptionally well organised and the children are happy, secure and confident in their surroundings. Children receiving funding for nursery education are making excellent progress. Children benefit from the close partnership staff have with parents. All required documentation is maintained and is easily accessed.

The leadership and management of the nursery education is outstanding. The setting is extremely well organised and great care is taken to create a child-centred environment. The staff are led by a very effective management team; their combined skills ensure that children have a valuable experience whilst at nursery. Children's care and learning is greatly enhanced as staff turn over is minimal, therefore, they are offered excellent continuity of care. This well established staff team are totally

committed to their role and are constantly seeking to improve the quality of provision they provide through various measures, including regular self assessment, training and evaluation of their performance.

Children's health and safety is promoted as the in-depth policies and procedures in place are implemented effectively by staff. Effective use is made of the premises to ensure that the children enjoy extensive play and learning opportunities. Curriculum planning is well organised to provide children with a range of play opportunities relating to their learning and developmental needs. Activities encourage children to make choices and engage in stimulating play. The nursery is well maintained and offers a stimulating environment. Staff plan the activities very well, based on a good knowledge of what children like to do and their individual stages of development. Children benefit from being cared for in a safely managed provision. They are familiar with the routines that are in place to help them settle quickly and feel secure.

Overall, the setting meets the needs of the range of children attending.

Improvements since the last inspection

Not applicable

Complaints about the childcare provision

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to improve the safety and state of repair of outdoor surfaces and play equipment
- ensure there is a clear procedure for water safety and swimming pool use.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2473) which is available from Ofsted's website:
www.ofsted.gov.uk