

Smithfield House Children's Nursery

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

Smithfield House Children's Nursery registered in 2011. It is one of two privately-owned nurseries and operates from the ground floor of a building in the City of London, close to Smithfield Market. Children have the use of three large play rooms and an extra room designated for physical activity. The nursery is open every weekday from 7am until 7pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 100 children in the early years age group. Currently there are 14 children on roll and six staff employed to work with the children. The setting is in receipt of funding for free early years education. All staff holds relevant early years qualifications. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides an attractive and welcoming environment for children where they make good progress towards the early learning goals. Children particularly enjoy the opportunities to explore and investigate using a variety of stimulating resources. Staff are vigilant in promoting children's welfare and actively support children in developing a sense of belonging. They work closely with parents to ensure that the individual needs of children are catered for appropriately within the setting. The manager is proactive in encouraging a reflective culture amongst her staff and most systems and procedures are working effectively.

What steps need to be taken to improve provision further?

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

- develop the teamwork amongst staff to ensure that all staff have a clear understanding of their roles and responsibilities in contributing to every child receiving a challenging and enjoyable learning experience.
- include in the risk assessment everything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The nursery's documentation is extremely well organised and provides a strong

framework for the smooth running of the setting. There are good procedures in place to promote the safeguarding of the children. A variety of safety measures are in place around the building and this creates a safe play environment for children in which they feel secure. Staff follow strict safety procedures when taking children on outings, thereby encouraging children to learn how to keep themselves safe in different situations.

The staff know what to do if they have any concerns relating to child protection and regularly update their training in safeguarding to ensure that all child protection issues are dealt with appropriately. Staff have conducted a detailed risk assessment of all the activities available to children, including outings, in order to minimise potential risks effectively. However, the risk assessment for the premises does not include everything which a child may come into contact with .

The manager is enthusiastic in motivating her team and communicates ambition and drive through encouraging reflective practice amongst staff. She drives further development of the setting by composing regular action plans which are carefully followed to track improvement. Since registration she has focused on setting up a safe and interesting learning environment for children. She sets relevant targets for the future that are intended to benefit all children, for example, developing further her working partnership with parents and other providers. She is hands-on in her approach and acts as a good role model for staff, encouraging them to continually improve their practice.

There is a wide selection of attractive and age-appropriate play resources in the setting. Children enjoy easy access to a range of activities each day and move around freely making their own selections. Staff are imaginative in their use of space and children especially like the different play areas. Staff are attentive to children's individual care needs and promote an inclusive environment. They are beginning to work together as a team in adhering to set systems and procedures, although not all staff are fully aware yet of their roles and responsibilities within the daily routine.

Children are encouraged to be aware of diversity in the wider world through talking about their own family backgrounds and using resources that reflect different cultures or abilities. Meal times provide opportunities for children to socialise with each other and to build relationships. Consequently children develop a sense of community which helps them to respect the needs of others. There is an emphasis on fostering good working relationships with parents. New parents receive details of the care and learning on offer and are asked for information to help staff support individual children in their development. Parents are also encouraged to be actively involved in their children's learning through sharing observational records and providing opportunities for discussion.

Staff keep parents well informed about events at the nursery through access to daily individual feedback, weekly activity planning and monthly newsletters. These include useful suggestions to extend children's learning at home. Parents are very happy with the care and learning opportunities available to their children. Staff liaise closely with parents of children who speak English as an additional language and include other languages within the setting. There are good procedures in place

for working with parents and other professionals to support children with special educational needs. The manager is actively seeking to develop partnerships with other early years professionals and providers in the locality.

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

Children relish the opportunities to play and explore in the bright, spacious play rooms. They show much interest in the activities on offer and are active learners. They enjoy the support of staff, who encourage children to follow up their own interests and talk with them as they participate in activities. For instance, children like to share books with adults, taking turns to lift a flap or developing their use of language as they talk about pictures and words.

Staff enhance children's play experiences effectively, for example, helping children to roll and shape modelling materials or making suggestions to extend role play. Children have good opportunities to express their own ideas creatively as they explore mark-making, collage materials and paints. Group times are well organised and provide opportunities for children to join in conversation, songs and rhymes.

Children demonstrate increasing confidence and independence as they discover new learning experiences. They often become absorbed in their own investigation, for example, when experimenting with technological toys or jigsaw puzzles. Staff make very good use of outings to increase children's awareness of the local community, encouraging children to observe closely and talk about things happening around them. Children benefit from daily visits to the park, walking confidently along busy streets and having fun on play equipment at the park. These outings help children to build self-confidence and enjoy outdoor activities. They also benefit from additional outings to places of learning, such as museums and galleries.

Staff plan each week around a theme, ensuring that all six areas of learning are included in their plans. Their system of observational assessment takes into account each child's development stage and individual learning needs. However, the system is not yet fully established across the staff team and consequently staff do not always make the most of opportunities to challenge children as they take part in freely-chosen activities.

Children learn how to move safely around the premises. They are well supervised and are becoming aware of how to maintain a safe environment, for example, ensuring chairs are pushed in safely. Children are encouraged to adopt healthy lifestyles through nutritious foods as well as daily opportunities for physical exercise. Staff are attentive to matters of hygiene and encourage children to be aware of good hygiene practices, for example, discussing why it is important to wash hands. Children are keen to help out at mealtimes, for instance, handing out utensils. In this way they get to know other children and develop problem solving skills as they share items amongst the group.

Children are well behaved and respond positively to adults' instructions. Staff are consistent in their approach to behaviour management, empowering children to make decisions for themselves whenever possible. They enthuse children's self-esteem through much praise. A relaxed atmosphere prevails during the day. Staff make good use of a sensory room to support children as they learn about different emotions and feelings.

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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