

# One World Nursery

Inspection report for early years provision

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**Unique reference number**

EY259037

**Inspection date**

02/11/2011

**Inspector**

Carolyn Hasler

**Setting address**

Hackney Community College, Falkirk Street, London, N1  
6HQ

**Telephone number**

02076139076

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**Type of setting**

Childcare - Non-Domestic

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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

One World Nursery is managed by Hackney Community College. It opened in 2002 and operates from a converted building. It is situated on two floors within the college campus. Children have access to an enclosed, outdoor play area. It is open each weekday from 8.00am to 5.45pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 131 children may attend the nursery at any one time. There are currently 158 children aged from birth to under five years on roll, most in part-time places. The nursery has a number of children with special educational needs and/or disabilities. It also has a number of children who speak English as an additional language. The nursery is registered on the compulsory and voluntary parts of the Childcare Register.

There are 19 members of staff, all of whom hold early years qualifications to at least level 3. There are six members of staff who hold childcare qualifications to degree level. The setting provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides both a welcoming and inclusive service. Staff establish highly positive partnerships with parents and other professionals. Overall, they have been successful in introducing the Early Years Foundation Stage into their practice, although a specific legal requirement has not been met. The management team have a strong understanding of evaluating and monitoring the setting. They maintain a good level of continuous improvement and a vision for the future.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (Also relates to the compulsory and voluntary parts of the Childcare Register)
- 04/12/2011

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

- carry out regular evacuation drills to ensure all staff understand their roles

- and responsibilities in the event of a fire.
- develop further the two-way flow of information with parents by offering more opportunities for them to contribute towards their child's initial assessments to establish their child's starting points
- review systems to monitor children's progress across the six areas of learning to support children's individual needs

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

Key people involved in safeguarding children have good knowledge and understanding of their roles and responsibilities to keep children safe. Policies and procedures ensure key people have the information they need to follow. Interagency links are made with professional bodies where appropriate. Members of the leadership and management team are secure in their knowledge of safe recruitment and undertake appropriate checks. Children's environment is risk assessed, and a safe environment is maintained. However, evacuation procedures are not practised regularly enough to take account of children's patterns of attendance or the changes to student and agency workers. The setting is in breach of a specific legal requirement relating to the required records of attendance, although this has minimal impact on the welfare of children

There are a number of highly qualified key people working with children. The leadership and management team has appointed designated roles to senior staff, to support safeguarding and special educational needs with success. They ensure that a first aider is on hand at all times. The staff team is well established and work well together. Staff show enthusiasm and creativity when supporting the effectiveness of the service they deliver. Managers have developed their service, adapting to the Early Years Foundation Stage well. They are secure in the process of evaluating their service. They have identified and actioned areas for improvement. Issues raised at the last inspection have been met. The setting's self-evaluation on the whole reflects the service children and their families can expect to receive. It is inclusive of parents' and stake-holders' views.

Resources are varied, fit for purpose and generally support children's development. The setting uses both inside and outside space. Children are encouraged to explore space freely. Learning outside is valued greatly, and children are encouraged to learn on a different scale than when indoors. Techniques to engage and support children's development are used well. Key people are confident in engaging children. They use supportive language and open-ended questions to enable children to explore resources fully. In addition, children are provided with time to respond. Key people collect initial information from parents about their children's interests and their welfare needs, but gather less information about what their children already know. However, key people build a picture of what children can do through observations. These are assessed and identify children's next steps in learning, but are not yet consistently used to monitor children's progress. As a result, key people do not have the evidence they need to plan effectively for the next stage.

Key people provide an inclusive service. There are systems in place to identify children with special educational needs and/or disabilities, which staff effectively plan to meet. Where appropriate, interagency partnerships are established to ensure children get the support that they need. Key people appropriately and actively promote equality and diversity. They help children understand the society they live in, by introducing them to others' faiths and cultures. Key people provide children with resources to focus on. They plan activities to encourage children's interest and awareness of others. Key people, parents and children come from a diverse range of backgrounds. Staff use their skills in interpretation and translation successfully to ensure that parents and children feel fully included.

The setting's relationships with parents and carers are well established. Parents receive daily information both verbally and through a shared diary. There is an open-door policy. Parents have access to information boards, suggestion and comments boxes, and through regular parents' and setting meetings. In addition, newsletters or e-mails also keep parents informed about current events. Parents' views are collected, valued and acted upon. For example, parents commented that they felt they did not really know what goes on at the setting. In response, the team have been running a series of parent workshops on the different areas of learning. They have found that parents' engagement with children's play has greatly improved. There are a range of forums available to parents for sharing information on children's development. The setting manages transition from one room to another and to different settings well. It offers a range of services to best fit individual families' needs. The setting has strong relationships with the host college, using its facilities for translating and supporting childcare students.

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

All children separate well from parents and settle quickly. This is because key people work effectively with parents to support the transition from home into the setting. Good practice by key people helps children build secure relationships. This helps them feel safe. As babies develop into toddlers, their independence from key people is encouraged through making choices and developing their self-help skills. They are learning how to use a range of tools safely, such as spoons, scissors, rulers and rolling pins. All children display age-appropriate behaviour. They play alongside each other, enjoying the company of their peer group and, as they grow in confidence, play games together. Toddlers and older children are building skills in sharing and taking turns. They are beginning to acknowledge how their behaviour affects others. This is reinforced by positive messages on feelings and friendships. Children's social skills demonstrate they feel a sense of belonging and are confident and self-assured.

All children, including babies, follow well-established hygiene routines supported by key people where necessary. Outside and inside spaces are set out to support physical activity and are used well by children, who show lots of energy. Children

are fully independent in choosing what they eat and drink at snack time. They confidently serve their own meals. Meals are nutritionally balanced. Menus take account of dietary needs and offer alternative choices. The setting's vision is to include children's ideas into menus in the future. The setting works successfully with parents to follow home routines for younger children with regard to rest and healthy eating plans. This reinforces children's sense of well-being.

Children enjoy coming to the setting. They have lots to choose from and can help themselves from zoned areas. Many conversations with children take place throughout the setting. Focused activities are well planned and encourage children to share their thoughts and feelings. This is achieved through well-placed open-ended questions from their key workers. Children hear language, which they absorb to extend their own vocabulary during play. In turn, children show enquiring minds in all their activities. Children see letters and words all around them and are actively encouraged to recognise their own names. They have opportunities to explore ways of making marks, both indoors and out with a variety of different materials such as paint and crayons. Resources to support problem-solving, reasoning and numeracy are varied and challenging. Children are engaged in exploration and design. Children have opportunities to explore technology through a variety of resources, including a computer. Children are encouraged to become familiar with the natural environment. Gardening equipment is readily available to explore. Children happily dig and collect fallen leaves. This opens up opportunities to talk about the changing seasons and the weather. Each of the rooms has pet fish to provide opportunities for caring for living creatures. Children are making satisfactory progress in their learning and are developing skills for the future.

## 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	3
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	3
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	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 04/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Records to be kept) 04/12/2011