

Hackney Care For Kids

Inspection report for early years provision

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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

Hackney Care for Kids was registered in 1983 and is managed by a voluntary committee. The nursery operates from purpose-built three storey premises in Stoke Newington in the London Borough of Hackney. The nursery is open Monday to Friday from 7.30am to 5.30pm for 50 weeks a year. It is registered on the Early Years Register and both parts of the Chilcare Register. A maximum of 38 children may attend the nursery at any one time. There are currently 28 children on roll from 11 months to five years. The nursery is in receipt of funding to provide free early education to children aged three and four years. The nursery currently supports children who are learning English as an additional language. There are 13 members of staff, all of whom hold appropriate early years professional qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff successfully promote most aspects of the Early Years Foundation Stage within an effective and inclusive environment. They provide high levels of care for children who are making good progress in their learning and development. Strong partnerships are in place with parents and carers as staff keep them well-informed of their children's care and learning. Good working links with a range of professional agencies help staff to meet children's individual needs successfully. Effective self-evaluation systems are in place to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain an accurate record of children's hours of attendance (Documentation). 16/12/2011

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

- develop planning further to identify children's next steps in learning more clearly.

The effectiveness of leadership and management of the early years provision

The manager ensures that effective procedures are in place to recruit suitable

staff. The manager and staff team have a good understanding of safeguarding children procedures and know how to make referrals. The premises are very secure and there are effective procedures in place to prevent unwanted visitors gaining access. Robust risk assessments enable staff to quickly identify and address any potential hazards to children on the premises and on outings. All staff hold a current first aid certificate, which means that children receive effective care if there is an accident. Staff maintain most mandatory records effectively. However, the record of children's hours of attendance is not always kept accurately for a small number of children at the end of the day. Although this is in breach of a legal requirement, in practice staff are fully aware of which children have left the premises so the impact on their safety is very minimal. An enthusiastic staff team is in place including a good level of qualified early years professionals. Staff are well-deployed throughout the nursery and clearly enjoy their work, which is evident in their positive interactions with children. Regular team meetings, in-house and local authority training, support all staff to work as an effective team to drive improvement. For example, staff have identified the need to broaden the range of activities to engage boys more in learning. As a result, they plan activities, such as making a campsite imaginative play area and visiting a science museum, to address this issue. The nursery team has effectively addressed most recommendations raised at the last inspection and successfully identifies where provision requires further improvement. The nursery environment is well-organised and staff make good use of the available space. They provide attractive play areas both indoors and outdoors. Resources are of good quality and accessible for all children. The high ratio of staff to children supports safety and learning successfully. The nursery promotes inclusive practice at all times as staff have a good awareness of children's backgrounds and differing abilities. For example, effective strategies are in place to support children who are learning English as an additional language. There is a strong working partnership with parents and carers. They have very good opportunities to share their views about the nursery and to be involved in some of the decision-making processes. For example, they are able to attend regular meetings and join the nursery's management committee. Discussions with parents demonstrate that they are happy with their children's care and learning outcomes. Partnerships with others are well-established and make a strong contribution to children's achievement and well-being. For example, the nursery works closely with early years development workers and the local children's centre.

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

Children play in an inclusive, stimulating environment and thoroughly enjoy their time at this welcoming nursery. Activities include a good mix of adult-led and free-choice play. Children are making good progress in their communication skills by participating in stimulating discussions, story times and circle times. For example, they enthusiastically share stories about past and present experiences. Children are beginning to form numbers and initial letters of their names. Staff challenge older children further by encouraging them to write their name, surname and a

range of simple words. Children learn to count with confidence and to recognise numbers and shapes. For example, they count steps when going up or coming down stairs. Children happily explore and experiment using a good range of different materials, such as wood to develop carpentry skills. They enjoy planting seeds in the garden, regularly watering them and watching them grow. They then pick the fruit and vegetables and eat them with their meals at the nursery, successfully enhancing their understanding about where food comes from. They become aware of how to care for living objects by caring for butterfly eggs, watching the butterflies grow and setting them free in the garden. Such activities support children in making good progress in gaining skills for their future lives.

An effective key person system ensures there are efficient methods for observation and assessment. Staff effectively consult parents before children start at the nursery to gain useful information about their abilities. Written observations of children's achievements and interests are well-supported with photographic evidence. These records enable parents and carers to enjoy very clear, visual images of their children's experiences. Children are clearly making good progress from their starting points. Staff plan activities to suit the individual needs of children. They do not always consider in detail what children need to learn next, however, which has some limitations on their rates of progress.

Babies receive good levels of care from staff who help them to develop close and trusting relationships. Robust settling in procedures help them to form secure attachments. They enjoy activities both indoors and outdoors. They explore good quality resources, such as interactive toys, musical instruments and treasure baskets, to encourage their curiosity and exploration. All children are confident and are able to choose from a range of easily accessible toys. Children work well with each other and their behaviour is very good. They have a clear understanding of how to stay safe and show a good awareness of responsibility within the nursery. For example, waiting for their turn and helping to tidy up.

Children show a strong sense of belonging. They celebrate festivals such as Chinese New Year, Christmas and St. Patrick's Day. They enjoy participating in activities from external companies, such as learning French through nursery rhymes and arts and craft activities. These experiences successfully help them to value other cultures and languages.

Children develop a good understanding about healthy lifestyles as staff have discussions with them during mealtimes and other relevant activities. As a result, children clearly understand the importance of a healthy balanced diet and regular exercise. They successfully become independent, for example, through serving their meals, pouring their drinks and clearing away their plates and utensils. They are physically active in all weathers and they move safely, climbing and balancing with confidence. They learn to move their bodies imaginatively as they enjoy dancing and moving to music, playing musical instruments and joining in with action rhymes.

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:

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:

- maintain an accurate record of children's hours of attendance (Documentation) 16/12/2011
- develop resources that reflect positive images of disability. 04/01/2012

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:

- develop resources that reflect positive images of disability. 16/12/2011