

CC's Nursery

Inspection report for early years provision

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Inspector

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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

CC's Nursery registered in 2011 and operates from a church hall in Palmers Green, in the London Borough of Enfield. Children have access to one main hall and a garden area for outdoor play. The nursery is open from 8am until 6pm, every weekday for 48 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children from two years to under eight years may attend the nursery at any one time. Currently there are 16 children on roll in the early years age range.

A team of four staff are employed to work with children. Three staff hold relevant early years qualifications, including the manager who holds a National Vocational Qualification at level four in childcare. The nursery supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a welcoming and secure environment for children where they make sound progress in their learning and development. Staff generally support children's learning and ensure children's welfare needs are met. However, they do not seek all required parental consents or exchange information about children's learning effectively. Staff know how to safeguard children and take measures to ensure children play in a safe environment. Resources are used reasonably well to stimulate learning, although the outdoor area is not yet fully developed. The developing self-evaluation systems have a positive impact on the outcomes for children, demonstrating an appropriate capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure written parental permission is requested, at the time of children's admission to the provision, to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare).
- 24/02/2012

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

- strengthen ways in which parents are supported and encouraged to

- contribute to their children's assessment records
- develop planning of the outdoor environment to offer more challenge and give children freedom to explore and be physically active and exuberant
- improve ways of communicating with parents and involving them in gathering children's starting points before children attend the nursery

The effectiveness of leadership and management of the early years provision

Children are cared for in an environment that positively promotes their welfare and development in many areas. There are effective procedures in place to promote safeguarding of all children in the nursery. Risk assessments and safety checks are in place so that any potential risks on the premises are minimised effectively. Staff plan outings with care so that children learn how to keep themselves safe when out walking. Staff demonstrate sufficient knowledge and understanding of child protection procedures. They maintain most records relating to children's health and safety well. However, the staff do not request written permission from parents to seek emergency medical treatment or advice. This puts children's safety at risk and is a breach of a specific legal requirement. The nursery is suitably raising children's awareness of safety, for example, giving them opportunities to become independent and develop a sense of security. All children are involved in practising regular fire drills. Staff supervise children closely implementing appropriate safety measures to enable them to enjoy the space and resources.

The nursery provides a welcoming and inclusive setting through its activities, procedures and use of resources. Staff organise a bright and inviting environment for children where they have many opportunities to access a suitable range of resources. Staff effectively use local expertise and their own different cultures to allow children to gain a good understanding of diversity within their community. Consequently, children learn to have respect for different aspects of their own and other people's lives. They learn to develop friendships and respect, regardless of their individual backgrounds. The environment is clean and organised to enable all children to make choices in their area of play. Overall, children play in an environment that provides them with sound learning opportunities and supports future sustainability of the nursery. However, staff have not yet developed the outdoor play area effectively. The staff are developing a suitable process of self-evaluation of their practice to identify strengths and areas for development. This shows a sound capacity and commitment towards continuous improvement.

The nursery mostly promotes successful working partnerships with parents. They are appropriately informed about what their child has eaten and has been doing, through their daily discussions with staff. Child profiles are always available for parents to view. However, information about children's starting points to enable staff to build on children's interests and abilities from the beginning of their journey through the nursery is not fully in place. Staff provide parents with relevant information through newsletters to highlight future activities or events. The staff team have yet to develop effective systems to ensure that parents are fully involved in contributing towards their child's ongoing assessment records.

Nevertheless, parents do have the opportunity to meet with staff and discuss their child's progress. Through discussions with parents and comments in questionnaires, it is evident that they are happy with the care and education their children receive. Staff understand the importance of building effective partnerships with other professionals and other early years settings that children may also attend. However, this does not apply to any of the children currently in their care.

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

Children engage in many enjoyable experiences and they make steady progress towards the early learning goals. Children are happy and settled in the nursery. They are provided with a suitable balance of activities and play opportunities which they can choose for themselves and from those that are led by staff. Staff support the individual choices made by children as they play with water, enjoy role play, make pasta necklaces or play outside in the snow. Children enjoy making choices as they decide what they want to do and often have fun with the staff. They use their time well and show willingness to explore possibilities for themselves. Staff generally engage children in conversation, asking some appropriate questions to encourage them to think and reflect. The staff base plans for future activities on children's interests and are flexible as they respond to the children's needs.

Children are developing acceptable communication, language and literacy skills. Most of them converse confidently with staff and show an interest in books, singing and in making marks. Some older children are beginning to link sounds to letters. Children develop mathematical concepts through problem solving, making patterns and counting in their play. Children's understanding of the world around them is developing through a range of topics, which encompass a variety of festivals and celebrations. Overall, children are happy within their environment; they are developing many important social skills as they learn to play cooperatively and to be kind to one another. They enjoy being responsible as they help to prepare the table for lunch and clear away afterwards. Children have opportunities to be creative as they play purposefully with role play resources. They particularly delight in dressing up in a Chinese kimono and Indian sari. They enjoy exploring the feel and textures of paint, water and sand, which are readily available to them. Overall, children are sufficiently able to achieve, enjoy and develop skills for the future.

Children's welfare and general well-being is promoted through many positive practices within their routines. They are developing an understanding of dangers and how to stay safe. They engage in regular emergency evacuation drills and learn why this is important to their personal safety. They demonstrate that they feel secure and safe as they confidently interact with staff and approach them for support and attention. Children are developing a positive attitude towards a healthy lifestyle; they eat a range of healthy meals and snacks throughout the day. They learn, through personal hygiene practices, the importance of hand washing. Consistent daily routines and a recent visit from a dentist support children's

understanding about good hygiene practices. Children have opportunities to be physically active and develop many basic skills. However, staff do not plan outdoor activities that offer physical challenge. They do not provide challenging equipment and resources to use in a variety of ways or to support specific skills. Nevertheless, children enjoy playing with the basic range of equipment that is available, such as bicycles, balls and hoops. Children know what staff expect and require few reminders about their behaviour. They mix well with their peers and develop a sense of security to ensure they can relax and have fun. Children are content in their play and develop a sense of belonging, as they feel included and welcomed into the nursery.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| 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

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| 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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