

Hope Immaculate Nursery

Inspection report for early years provision

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15/03/2012

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

Hope Immaculate Nursery registered in 2011. It operates from a converted, one-storey building in West Ham in the London Borough of Newham. Access to the building is at ground level, directly from the adjacent footpath. Children have the use of three playrooms and share access to a secure, outdoor, play area. The nursery is open from 7.30am until 6.30pm, all year round. The nursery receives funding for free early education for three- and four-year-olds.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 70 children under eight years, of whom no more than 18 may be under two years, may attend at any one time. Currently, there are 32 children on roll in the early years age group. A team of seven staff is employed to work with the children. All staff hold 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 satisfactory.

The nursery offers a welcoming and generally safe, play environment for children. Most of the required documentation is in place. Staff prioritise children's well-being through a caring and inclusive approach but are not always vigilant concerning risk assessment and established, safety procedures. Children enjoy a variety of play activities, although staff do not observe or plan effectively for a balanced provision of enjoyable and challenging, learning experiences. Overall, children's needs are satisfactorily met though exchange of information with parents is limited, resulting in some children taking time to settle into nursery. The recently appointed manager understands the need to develop aspects of the provision and is working closely with staff to appropriately 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:

- review the risk assessment regularly, at least once a year or more frequently where the need arises (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 29/03/2012
- ensure that there is a balance of adult-led and freely-chosen activities, delivered through indoor and outdoor play. (Organisation) 29/03/2012

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

- organise staff in the optimum manner to have a clear understanding of their roles and responsibilities to promote children's safety throughout the day
- develop the partnership with parents so that there is an effective two-way flow of information which helps staff meet children's needs more effectively
- make more effective use of the system of observational assessment to move children on in their learning by planning activities to meet their individual learning needs.

The effectiveness of leadership and management of the early years provision

The nursery's documentation provides a sound framework for staff's practice. There are satisfactory procedures in place to promote the safeguarding of children. The owner is always on site and checks that all new staff are suitable to work with children. He has recently updated his training in safeguarding and, consequently, his staff know what to do if they have any concerns relating to child protection. Detailed, risk assessments of the premises have been carried out, showing what actions are taken to reduce potential risks to children. However, this is not reviewed where needed, for example, when new, potential risks arise in the outdoor, play area. This breaches a specific legal requirement of the Early Years Foundation Stage framework.

Staff are aware of the need to risk assess any outings that children take part in. They regularly practise an evacuation plan so that children know what to do in the event of an emergency. All records relating to children's health and safety are maintained appropriately. Staff supervise children as they move around the play areas but are not always vigilant concerning established, safety procedures. For example, at times they leave doors open which guidelines state should be kept shut, to prevent children from accessing certain areas. This compromises children's safety.

Staff are deployed around the nursery so that all children can access a variety of play activities throughout the day. This includes those with special educational needs and/or disabilities and those learning English as an additional language. There are sufficient resources, easily accessible to children at low level to encourage them to make independent choices. Children learn about diversity in a wider world when celebrating cultural and religious festivals. The written plans for each area show the intended resourcing for each day. However, staff are not always clear about any other learning experiences, either indoors or outdoors, that are planned for each day. This results in a lack of adult-led activities, causing an imbalance in the provision of adult-led and freely chosen activities. This also breaches a specific legal requirement.

Parents receive clear information about the nursery's provision in a welcome pack. Information about the safeguarding policy is on view at all times and parents are able to view other policies on request. Staff keep parents up-to-date with their children's care through the provision of daily, dairy books. Staff are flexible in their

approach, offering individual attention when necessary, for example, when a new child is settling into nursery. Parents receive a general request to provide information about the needs of their children, such as their individual routines, when starting at nursery. However, this request is not actively pursued by staff. Consequently, they do not always know enough about new children's needs to be able to support them robustly through the settling-in process.

Staff are aware of the need to work in partnership with other professionals and providers, when necessary, to maintain continuity of care for individual children. The owner has recently appointed a new manager, who is actively encouraging a culture of reflective practice amongst staff. She is seeking training opportunities for staff and has updated the nursery's self-evaluation form so that she is aware of the setting's strengths and weaknesses. This has enabled her to begin highlighting areas requiring further development, such as the outdoor provision and partnership with parents. She is working closely with the owner to establish systems and procedures so that staff continually work towards improving the outcomes for all children.

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

Children are generally happy in the nursery. They are encouraged to make friends and benefit from social aspects of circle and meal times. They behave and show respect for others. At the beginning of the day, children are keen to explore the available resources and table-top activities. They enjoy the freedom to make their own choices, for example, creating pictures, exploring sounds or constructing models. In this way, children develop an open attitude towards different learning experiences. At times, they have fun together, for example, when playing as a group in the sand tray. Staff support children by joining in their play and engaging them in conversation. However, staff do not maintain children's interest throughout the day by organising a wide range of learning experiences and, after a while, children tend to become bored. Furthermore, children are not offered regular opportunities for outdoor play and so miss out on the chance to take part in interesting, learning experiences outdoors.

Staff use a system of observational assessment to create learning journey files for individual children, using written observations, photographs and examples of children's work. These result in attractive booklets, which provide a visual record of children's progress over time. Staff help children to develop useful skills for the future as they engage in free play. For example, they interact with older children as they create pictures and encouraging their use of language in talk or written words. Children particularly enjoy opportunities to be creative, either in role play or using different art and craft materials. However, staff do not use their observations of children's learning effectively. They do not plan focused, adult-led activities that meet children's individual learning needs and, therefore, challenge and extend them in their learning.

Children generally feel safe and secure in the nursery and gain self-confidence as

they build relationships with staff. The regular, daily routine helps children to feel emotionally secure. Staff ensure that meals are on time and that children can rest according to their needs. New children are encouraged to explore their surroundings with the support of staff. Older children, in particular, settle in quickly, although younger ones do not always settle, becoming upset when not receiving consistent support from knowledgeable staff. Children are encouraged to learn about healthy eating through provision of a variety of healthy and nutritious meals. The cook experiments with different dishes, taking into account children's dietary needs, so that children are able to try a range of different foods.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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	3
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

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

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	3
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:	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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