

Rosemary Works EYC

Inspection report for early years provision

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Inspector

Lynne Lewington

Setting address

Rosemary Works EYC Ltd, Unit 2a Branch Place, London,
N1 5PH

Telephone number

0207 6135500

Email

rosemaryworks@btconnect.com

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

Rosemary Works Early Years Centre is a private nursery. It registered in 2008 but has operated at this site since November 1997. The nursery uses part of the ground floor of a converted warehouse on the Regents Canal and offers day care for children aged three months to four years. It is situated on the borders of Hackney and Islington, with easy access to local parks, schools, shops and bus routes. The nursery is open plan, with the main room divided into different areas according to children's age. There is a further group room, plus two baby rooms at either end of the premises. Two classrooms in nearby Rosemary Works Independent School are also used for the pre-school children, along with the school hall and an outdoor area, shared with the school nursery.

The Rosemary Works Early Years Centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 98 children and all may be in the early years age range. The nursery is spread over two sites with a five minute walk between the sites. The older children; aged around two and a half to three and a half years occupy premises shared with a primary school. These are known collectively as Big Play School. The younger children aged from six months to two and a half years occupy the main building which is for their sole use.

There are currently 103 children on roll. Children aged three and four years are funded for free early education. The nursery operates Monday to Friday from 8am to 6pm and closes for Easter and the Christmas period. They also close for staff inset training.

The majority of the 30 staff hold relevant childcare qualification to at least level 2 and 3. Additionally, two members of staff have attained Early Years Professional Status. The management team are supernumerary and there are also five regular cover staff. The provision receives support from the Learning Trust.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are diligently met as staff successfully develop close working partnerships with parents and carers in a setting where each child's uniqueness is encouraged and valued. The enthusiastic staff work together well and are motivated to update and develop their skills and knowledge through attending courses and furthering their qualifications. Generally, good care is taken to ensure the environment is safe and attractive. The majority of the time, children actively participate in a wide range of activities and routines in a warm, caring, well-organised and homely environment, where their learning and development is encouraged in partnership with parents and others. Consistent, reflective self-evaluation enables the management and staff to strive to continuously develop and improve the provision, enhancing outcomes for all children.

What steps need to be taken to improve provision further?

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

- improve the organisation of mealtimes to provide an opportunity to promote all children's social development and independence, particularly with regard to the pre-school age children
- improve the risk assessment to cover anything with which a child may come into contact, such as the flooring and the low-level gate in the outdoor area used by the pre-school age children

The effectiveness of leadership and management of the early years provision

Staff have a clear awareness of safeguarding children and the action to take if they have concerns about a child. Regular training events and staff meetings effectively refresh awareness and a clear safeguarding policy supports their practice. Good measures are in place to ensure the suitability of people working with children. Fire drills are regularly undertaken to ensure the premises can be evacuated safely and swiftly in an emergency. Staff are vigilant but also provide opportunities for children to develop and explore. However, while comprehensive risk assessments are in place for the activities children undertake, and the environment is secure, some aspects in relation to the off-site areas the pre-school children use are not sufficiently considered. For example, the outdoor floor surface currently presents a tripping hazard. Additionally, pre-school children have easy independent access to the primary school playground through a low-level gate. Although the primary playground is secure, children would be out of sight.

The nursery environment is adapted attractively, providing children with a spacious comfortable and interesting play environment suitable to their developmental needs. Every area has a full-size sofa. This domestic addition to the play environment provides a very effective homely touch, which is well used in all rooms. It provides a comfortable place for staff to cuddle and feed the babies/toddlers and to share stories. For the babies, the sofa provides an ideal opportunity to aid balance for their first steps, just as they would in a home environment. The nursery has a high staff to child ratio and deploys staff well, ensuring children have a high level of attention throughout the day. Staff benefit from regular training opportunities and are encouraged to build their qualifications and knowledge to aid them in their career development and skills.

This multi-cultural nursery takes very good care to ensure that individual needs are understood and met effectively. Well planned introductions to the nursery enable staff to get to know the child with the assistance of the parents. Displays reflect a multicultural environment, and staff are able to speak a variety of languages, which assists them in providing the best opportunities for children. Staff recognise

the importance of encouraging both heritage languages and English. Children also benefit from opportunities to participate in French language activities; this particularly benefits those who do not have bilingual opportunities.

Highly impressive relationships develop with parents. They feel fully included and speak very highly of the settling-in procedure and the ability to work as a partnership. Staff clearly understand the importance and value of gathering comprehensive information in order to meet children's individual needs effectively. There are excellent opportunities for parents to continuously share their valuable knowledge of their child. They are encouraged to read and contribute to development records, enabling a true partnership to develop, where staff and parents work together in the child's best interest. Clear, informative noticeboards are in place, and regular written reports are sent home. Parents' comments are sought in writing, in addition to daily face-to-face interaction. An annual questionnaire is used effectively, with any issues this raises addressed. Parents also participate in social events and fund-raising activities. This contributes to the setting being an active social community, with the children's needs at its heart.

Excellent use is made of the opportunities to build positive partnerships with other services and agencies. Staff work closely with the local Learning Trust, making use of the many opportunities to use training opportunities and seek advice and support for children with special educational needs and/or disabilities. Advice from specialists, such as speech and language therapists, is followed as required to promote individual development. The advice of a dietician helps to ensure children receive a healthy diet. Excellent links are in place with the nursery school to which the majority of children move on, enabling transition to be a positive experience.

Leadership and management are strong. The management team seek and value staff, parental and professional views of their service. Regular staff meetings and training events provide staff with an opportunity to share ideas and become fully involved in the continuous development of the nursery. Improvements are currently being made to the building, and the management team is preparing for the forthcoming changes to the Early Years Foundation Stage framework. This indicates a strong commitment to providing a high quality service, meeting both parental and legislative requirements.

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

Children are secure and develop a sense of belonging in this nursery due to the strong relationships staff build with them and their families. Every child has a family book containing pictures of their family. These are used regularly, enabling children to feel comforted by the recognition of familiar adults and as a good tool to encourage language development. The good quality interaction and well-organised routines help babies and very young children to become secure and confident in the setting. They are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard.

They enjoy regular snack and mealtimes, and drinks of water are always available. The well-planned menus provide healthy eating choices, which are supported by meal-time conversations that increase their understanding of healthy eating habits. Children enjoy innovative opportunities to engage in a wide range of physical activities, both indoors and out in the playground and local play parks. This enables them to gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Staff clearly recognise the importance of providing stimulation, good nutrition and physical exercise in the fresh air, together with providing comfortable rest times. This enables children to feel refreshed, secure and happy to make the most of their play and learning opportunities.

Comprehensive development records indicate all children, including babies, make good progress in their learning in relation to their starting points. Babies develop their early skills and actively explore their surroundings with curiosity and interest. The staff are knowledgeable and plan experiences and opportunities, taking into account individual children's particular interests and developmental next steps. This planning is shared with parents through email and enables them to support and extend experiences outside the nursery.

This is a happy, fun environment with enthusiastic staff and management. Children clearly develop skills they need in order to secure future learning. They demonstrate increasing awareness of simple technology, as they use interactive toys and press buttons. They also show interest and fascination in the sensory-room lights and resources. Every room has an attractive display of age-appropriate, good quality fact and fiction books, which children and babies can easily access. Staff share the books with the children, encouraging them to identify familiar objects, talk about what they see, relate to experiences and turn the pages. Children enjoy many opportunities to make marks with a variety of media, encouraging their early writing skills. Labels are on display throughout the nursery, encouraging awareness of the written word, linking their meaning and names. Staff interact well with the children, encouraging them to recall, describe and enquire. These positive language experiences also encourage awareness of size, shape, position and quantity in everything they do. Resources provide opportunities to match and sort. For example, a toddler independently examined the pieces of a simple jigsaw and identified the animals on them before selecting and turning them to fit the spaces. The adult acknowledged the child's comments positively, but did not interfere, allowing the child to take time and complete the jigsaw independently.

Children dress up and act out their experiences, both real and imaginary, as they play, developing language and imagination. Physical skills develop very well as they climb, balance and use wheeled toys. Finer skills develop effectively through the range of age-appropriate activities encouraging hand and eye coordination. They enjoy digging in the floor-level sand pit showing increasing dexterity. An awareness of the wider community develops through daily outings to the park, the local shops, community centre, library and swimming pool. These valuable experiences improve awareness of the wider world.

The off-site pre-school provides a stepping stone before children move onto

nursery school. They enjoy a variety of well-planned activities and experiences covering all areas of learning. The pre-school children show increasing awareness relevant to their developmental stage of cooperating and working together, for example by taking turns to use an item in the home corner. Staff encourage social skills well, overall, and mealtimes are happy and relaxed. However, pre-school children are seated in large groups for a long time waiting for their meals to cool and have limited opportunities to develop their social skills and independence at this time.

All children are valued and engage in a wide range of activities and experiences, which help them to value diversity. Children are eager to explore and participate in all that is on offer. They are confident and settle quickly with familiar adults, indicating the strong relationships they forge with their carers and playmates. Tremendous respect is shown to the children. For example, when children wake from their sleep, they are cuddled and soothed gently. This allows children to awake calmly and gradually rejoin the busy environment. Staff understand development very well and recognise very young children need to develop their social skills and abilities to play and cooperate with others. They provide ample opportunities for them to do this and also set excellent examples through their own behaviour. Children behave very well and they learn how to look after the resources and the environment through simple daily routines and consistent expectations.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children make a positive contribution	1
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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