

Al-Falah The Sunflower Nursery

Inspection report for early years provision

Unique reference number

EY436449

Inspection date

25/04/2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Al-Falah The Sunflower Nursery was registered in 2011. They are registered to provide care for 50 children in the early years age range, of whom none may be under two-years-old at any one time. They are registered on the Early Years Register and on the compulsory part of the Childcare Register.

The setting operates from a church community centre in Ilford, Essex and is open for three days a week for afternoon sessions term time only. There is a fully enclosed area available for outside play.

There are five members of staff, including the manager, most of whom hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a range of activities and free-play supported by sensitive interactions with staff. They make satisfactory progress in most areas of learning. Children are safe in the environment as staff understand safeguarding, however, legally required documents were not available at the time of inspection and an emergency evacuation drill has not taken place. Consideration is given to children, who speak English as an additional language. The pre-school staff and managers demonstrate a developing capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding policy includes the need to inform the local child protection agency and Ofsted if there are allegations of serious harm or abuse and ensure that all staff have a sound knowledge of the policy and procedures (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register) 09/05/2012
- take necessary steps to safeguard and promote the welfare of the children, namely ensure there is a procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare). 09/05/2012

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

- ensure regular fire evacuations are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- create opportunities for children to express their ideas through a wide range of types of representation, such as, paint, collage and sensory play
- support children in using a range of information and communication technology, for example, to include cameras, tape recorders and programmable toys, in addition to computers
- make effective use of the neighbourhood to increase children's understanding of the world around them
- make greater use of observations and assessments of each child's achievements, interests and learning styles to identify and plan relevant learning experiences and encourage parents to contribute to them.

The effectiveness of leadership and management of the early years provision

Children's safety is supported by a range of measures, including appropriate staff-to-child ratios, good recruitment procedures and secure entry systems. Most required policies and procedures are further measures to ensure children's safety. This includes accident, medication and daily attendance records. However, the policy for an uncollected child is not in place and the procedure for dealing with allegations of abuse against staff or volunteers does not include all required contact details. This does not wholly support children's safety and are breaches of welfare requirements. Risk assessments identify risks effectively in the environment, with actions being taken to reduce the risk of potential hazards. They are reviewed annually and daily checks are carried out of the environment to ensure it is safe for children to play. Although, evacuation procedures are documented, there has not been a fire drill, which has the potential to compromise the children and staff's safety.

During regular staff meetings, they evaluate their practices together with the leadership team. Areas are identified for improvement and they do lead to some changes, such as in the layout of the room, supported by building new storage facilities. The large hall is organised according to learning areas and a range of good quality resources are accessible to the children, promoting their independence skills. Staff have regular appraisals at which their training and development needs are identified and planned for.

Secure attachments to staff help children settle well. Good staff ratios enable staff to offer sensitive support to children, who have English as an additional language and this helps them to participate in all activities offered within the setting. Parents spoken to at the time of the inspection, expressed satisfaction with the setting. While parents are involved in the settling-in process, staff explain about the Early Years Foundation Stage and how young children learn through play, in order to encourage them to be involved in their child's learning. Parents are encouraged to write in portfolios of the children's achievements and have opportunities for meetings with staff to discuss their child's development each term. This means that parents are kept informed of their children's progress. Effective relationships

with other provisions and professionals involved with the children are being established and contribute well to supporting their welfare and learning.

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

Consistent routines and quality adult interactions help children to develop a sense of belonging and feel safe and secure in the setting. Through story books, they learn about road safety and wearing seat belts in the car. Children generally behave well as there are clear boundaries set and praise is well used to encourage appropriate behaviour and a love of learning. They are developing respect for themselves and others and are learning about other cultures and beliefs through a range of resources and activities. For example, children celebrate Eid and enjoy making Easter nests out of chocolate crispies.

Children are developing an awareness of the health benefits of eating well and happily eat their tea of pasta with vegetables and afterwards fruit. They learn about fruits and vegetables while making jigsaw puzzles. Children know how to prevent the spread of infection as they are taught that germs can 'make their tummy ill'. This encourages them to wash their hands readily at appropriate times. Children have opportunities for fresh air and exercise in the enclosed outdoor area or when the weather is poor, enjoy playing on rockers, jumping and circle singing games inside the hall.

Children are happy, settled and have opportunities to participate in both adult-led and child-initiated activities and they are making satisfactory progress. Staff have a sound knowledge of children's abilities and achievements but these are not always recorded and observations are not used to plan activities for the children. Consequently, some children's ability to make progress is limited.

Children's language and numeracy development is supported well through good staff interactions while playing with play dough, mark making, building and puzzles. Children take pride in their achievements in counting and identifying shapes on wall posters. They delight in playing in the water, acquiring independence skills as they mop up when water has splashed on the floor. They learn to build relationships with each other as they take turns at making sand castles. They enjoy dressing-up, playing in the home corner and singing familiar songs, such as 'if you are happy and you know it' together. However, children do not have sufficient opportunities to explore using all their senses in creative play, use information and communication technology or to find out about features of the local environment because very few trips are planned. This means that there are missed opportunities for children to develop knowledge in these areas.

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:

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 (Matters affecting the welfare of children) 09/05/2012