

Camden Chinese Community Nursery

Inspection report for early years provision

Unique reference number	100617
Inspection date	28/06/2012
Inspector	Linda du Preez

Setting address	United Reformed Church, Buck Street, London, NW1 8NJ
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Camden Chinese Community Nursery first opened in 1986 and is run by a voluntary committee with an employed manager. It operates from a church hall on the ground floor, situated in Camden United Reformed Church in the London Borough of Camden. The premises consist of a large hall, two playrooms, a kitchen and toilet facilities. Children have access to an enclosed outdoor area. It is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting may care for 20 children under eight years; of these, none may be under two years at any one time. It is funded to provide free early education to children aged two, three and four years. There are currently 23 children from two to five years on roll. The nursery opens from 8am to 6pm for extended hours and for core hours from 9.30am to 3.30pm for 51 weeks of the year. The nursery supports children who are learning English as an additional language. The nursery employs six members of staff, who work a variety of sessions. All staff hold relevant early years qualifications including one holding Early Years Professional Status. The nursery receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress within the Early Years Foundation Stage in this stimulating and welcoming nursery. Overall staff are committed to providing engaging activities based on children's progress and development. Staff promote the unique needs of all children exceptionally well and have developed excellent partnerships with parents. The nursery has developed good links with other agencies and provisions within the community to support children through transition. The nursery team is very reflective and show a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve systems for observations and assessment so that next steps in each child's development directly inform planning and potential gaps in achievement are clearly identified
- review the routines for snack time to enable children socialise and develop independence in all age groups .

The effectiveness of leadership and management of the early years provision

Management apply robust recruitment procedures and all staff have appropriate background checks. Admission to the premises is through a secure door and all visitors are required to sign in a book. Staff implement strong safeguarding procedures and have a good understanding of their roles in safeguarding children. Effective risks assessments help to check that children have a safe and secure environment in which to play. Regular practice of the evacuation procedure on different days enables all staff and children have good knowledge of how to keep themselves safe in an emergency.

The staff team attends regular meetings and contribute to the overall evaluation of the nursery. Furthermore, the manager incorporates the views of children and parents from discussions and feedback. Consequently, the nursery has consistently maintained high standards. Recent changes include changing the sleep time routines to meet children's individual needs and providing displays in a variety of languages. The strong willingness to reflect on practice and embrace change improves outcomes for children and has a positive impact on the quality of the provision.

Children access many exciting stimulating resources, which promote all areas of development consistently well. Children self-select resources indoors and outdoors, so are in charge of making their own decisions. Staff are committed to captivating children's interests and they continually encourage their ability to think critically by asking lots of open-ended questions. Children respond positively by chatting and sharing ideas. Staff work very well as a team and manage the routine consistently well.

Equality and diversity are exceptionally well promoted through celebrations of cultural festivals and the highly positive images displayed around the nursery. Staff have an extensive knowledge of children's backgrounds, which enables them to meet their individual needs extremely well. Furthermore, staff plan excellent activities and events to place value on each child's individual background. This has a significant impact on how children develop a positive sense of self and celebrate the uniqueness of those around them.

Partnerships with other professionals and agencies are securely in place; for example, the nursery participates in visits to and from local primary schools to ease transition from nursery to a school environment. The nursery has also established links to support children with additional needs when needed. This helps to open channels of communication, support cross-provision working, and continuity for children.

Partnerships with parents are outstanding and many parents express their admiration for the hard working, caring staff team. Parents express how they appreciate the innovative way in which the nursery places value on children's culture and background. Parents and carers are kept very well informed about all aspects of their own children's achievement, well-being, and development. Parents'

views are listened to and acted upon by the nursery staff which contributes to highly positive relationships across the nursery.

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

Children arrive at nursery enthusiastic to play and confidently leave their parents to start participating in the inviting activities staff have set up for them. Each child has their own special key person who helps them to settle and supports their progress throughout their time at the nursery. Consequently, children form strong attachments to staff and their experience at nursery gets off to a positive start. Staff plan a wide range of fun activities for the children to enjoy, which is mostly based on their observations and assessment of children's progress.

Staff take every opportunity to encourage children to think critically, for example during a discussion about transport they ask children how trains move around. The children talk about how trains travel on tracks on the ground, staff ask if trains only travel on the ground and children reply by explaining that some trains also travel over the ground and tube trains move under the ground. Children communicate with confidence, talking with a great deal of enthusiasm about their own experiences, such as travelling on an aeroplane to Paris. Some children are able to explain where their families originate from as they point out the countries on a giant map of the world painted by them. Children benefit from learning some words, songs and phrases in Cantonese throughout the day and are very proud of their knowledge. Children particularly enjoy exploring natural processes such as life cycles in their special worm garden and growing plants in the outdoor area. Staff arrange for special visitors to the nursery so children get to hold and see various creatures such as tarantulas, giant snails, centipedes, and spiders.

Children wash their hands well after toileting and before eating. They make great strides in their physical development; they relish playing physical games in the large hall using a rich variety of equipment to develop their skills by climbing through cones and tunnels. They enjoy pulling each other along on large sheets of material and gain good physical exercise whilst taking safe risks. Children benefit from nutritious food such as fresh fruit at snack time and warm tasty meals at lunchtime. There are however, occasional missed opportunities to enhance the children's independence and social skills as snack time routines are sometimes inflexible.

Children develop good skills for their future development. The nursery is rich in labels with letters and numbers throughout. Children enjoy puzzles and games, which encourage their mathematical understanding. Early writing skills are actively encouraged due to the availability of pens, paper, and writing materials throughout the nursery. Children enjoy drawing and create pictures. Staff display children's work creatively around the room, which places value on what they have produced. Children enjoy the welcoming and cosy book area and enjoy participating in story time. Children are very well behaved, older children play with younger children and offer them support and guidance, sometimes reminding them of the routine or

showing them where things belong. This demonstrates that positive relationships exist across the nursery. Staff are very positive role models for the children, they create a positive environment, which is calm yet stimulating and fun.

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	1
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	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	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:	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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