

Barkantine Community Nursery

105a Mellish Street, Isle of Dogs, London, E14 8PR

Inspection date	03/10/2012
Previous inspection date	22/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children settle very well settled, are happy and benefit positively from the high levels of interaction and support they receive from their key workers, who work closely to support individual needs.
- Staff build on children's learning experiences and interests from the wide range of well-planned activities and resources. The good use of community facilities further supports children's learning experiences.
- Staff are appropriately qualified to carry out specific roles and tasks, and deployed well throughout the setting.
- The setting has a strong ethos that promotes inclusion.

It is not yet outstanding because

- The organisation of outdoor activities is limited for young infants.
- Staff do not share the observational records with parents to inform them in detail of the progress being made by their child and how learning can be supported in the home.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Inspector carried out observations from inspecting all play areas accessible to children.
- Inspector held discussions with parents selected at random, to gather their views.
- Inspector carried out joint observation with deputy manager.
- Inspector checked developmental records of children tracked.
- Inspector spoke to staff to discuss their roles and their awareness of children's needs.

Inspector

Shaheen Belai

Full Report

Information about the setting

Barkantine Community Nursery registered in 2004, is a registered charity and managed by a committee. The setting is located on the Isle of Dogs in the London Borough of Tower Hamlets. The setting runs from purpose-built premises with childcare provided on two floors. Children have access to five play areas. There is an outdoor play area. Access to the first floor is via a lift or stairs.

There are currently 72 children aged three months to four years on roll. The setting receives funding to provide free early education for children aged two, three and four years old. The setting operates each weekday from 8am to 6pm all year round, except bank holiday and Christmas periods. The setting currently supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and both parts of the Childcare Register.

The setting employs 24 members of staff, all of whom have relevant qualifications. The manager and one other member of staff hold Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the educational programme for physical development by extending daily outdoor activities for babies to move, roll, stretch and explore safely
- strengthen current systems for sharing records of observational assessment so parents are better able to support children's learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make positive improvements in their development and learning because the staff are attentive and aware of children's interests. They promote an atmosphere that is child orientated, whereby children have a valuable say in what they wish to play with. Play materials are organised to promote self-choice, clearly labelled with pictures and within children's reach. Staff observe children closely as they play and extend their learning, using a range of mediums to support their understanding. For example, showing children a video on how to make a trumpet and how it sounds when played. This initiates children in how to build life-like models using construction materials. Staff are deployed effectively throughout the setting, ensuring children of all ages receive high levels of adult interaction and support. The organisation of staff supports children with individual special educational needs and those learning English as an additional language. Children benefit from the close interaction of staff, which supports their learning. For example, staff sit face to face with young babies making good eye contact and interacting at their own level. Children experience learning through play with real-life materials as part of their learning experiences, such as handling large tree branches and growing herbs in the outdoor play area. Staff use descriptive language with all ages as they engage in play, supporting their developing vocabularies and learning mathematical terms when comparing sizes. Children

are supported to develop their communication skills, as staff consistently use picture symbols, basic signing and words in children's home language. The setting promotes the national programme Every Child is a Talker. For example, staff create small spaces that allow children to play together in small groups to explore books and props. This promotes communication skills and interaction.

Young babies and infants enjoy the quality range of books, which enhance their early interest in books, and are supported by staff who promote their speech. They develop skills as they turn pages of nice chunky books or handle books that make sounds as they learn to operate the buttons. Staff look at pictures with babies, naming the pictures seen and use rhymes to support language development. Young infants pick up on rhythm and music as staff sing and clap, which prompts infants to use their own bodies to bounce and clap.

Large mirrors and small tunnels encourage infants to develop their physical skills as they crawl to see their reflections or explore the other side of the tunnel. They learn to balance and steer while sitting on small wheeled toys. However, outdoor physical play activities are limited for the younger infants. This does not fully extend their physical development. All ages explore creative and imaginative play. For example, young infants explore a cornflour and water mixture using their hands and older children use a range of tools to create models using play dough.

Staff support older children as they take risks safely and solve problems. For example, they build ramps with large wooden blocks and planks of wood, developing their own obstacle course. Older children use the outdoor play area is freely throughout the day. Children show a preference for which areas they prefer to learn in, moving well from one area to another. Staff use the community effectively to offer additional outdoor experiences. For example, walks along the riverside to explore the boats passing by, visits to the local park, soft-play venue and book library. In addition, yoga features on older children's timetable for supporting their physical well-being.

Planning of activities is fostered well, through staff carrying out observations and identifying progress in children's learning. They identify where additional support is required. Focused activities for all ages are well planned and based on key person observations. Play times allow for a large proportion of child-initiated play as children freely select resources from the range set out to support all areas of learning. Focused adult-led activities ensure children requiring specific experiences and support are provided with this. Information gained by staff from parents at the time of children's starting and settling-in observations contribute to staff developing an awareness of children's different stages of development and interests. Children acquire a stimulating range of skills and experiences that support them to make progress as they take steps to move onto school. Children's ongoing progress is recorded through photograph's, samples of work and written observations. Staff talk to parents daily and share their children's 'wow' books, which contain photographs, to inform them about children's progress.

The contribution of the early years provision to the well-being of children

Children present a strong feeling of belonging and are happy within the setting and in the care of the staff. Children are settled into the setting over a period, reflective of their own needs to establish feelings of safety when away from their parent or carer. Children visit other rooms gradually as they develop in age and progress, to ensure they become familiar with other staff and children to support their transition. Staff hold young infants warmly when settled for sleep, given cuddles and comfort when upset or when they reach out to be hugged. Careful planning for children's individual needs their well-being. For example, selecting key workers that speak the same language as the children or ensuring they have daily interaction with other staff who do not directly work with them. All children are at ease and happy in the care of the adults caring for them; they seek them out for support and to be their play partners. They welcome staff as they engage in activities with them.

Children develop good levels of Independence through staff using a range of methods. Young infants are encouraged to feed themselves with supervision. For example, as they learn to handle cutlery or practice their pincer grasp to pick up vegetables to snack on. Older children serve themselves at meal times and help clear away their plates and cutlery. They have responsibility for setting out play materials and clearing away. They learn personal hygiene routines, such as washing hands before handling food. The behaviour of children is highly positive and minimal issues arise over sharing play materials. Staff use consistent, clear, positive messages and strategies to support children to learn how to manage situations. The close interaction of staff and the wide range of interesting play materials on offer ensures children are engaged in play and occupied. Children learn about safety from staff, who give reminders and observe them closely so there is minimal impact. For example, they teach young infants how to climb down safely from the sofa and older children are reminded of the dangers of running indoors. The implementation of daily risk assessments support children's welfare, allowing them to move and play freely, confidently and safely.

Children benefit from healthy and nutritious meals and snacks. Drinking water is accessible for all ages and accessible to children at all times. The planning of meals reflects many varied cultures and a dietician oversees this to ensure it meets the nutritional needs of all ages. Staff use information gained from courses attended about appropriate food for weaning children. Young babies enjoy the food on offer, which is prepared to their own stage of development; they say 'mmm' and make happy sounds as they eat. Older children participate in cooking activities and grow fruit to develop an understanding of healthy eating.

The effectiveness of the leadership and management of the early years provision

Management take responsible steps to safeguard children. Effective measures are in place for assessing staff suitability when appointing new staff. Information is easily accessible to all staff to ensure they are aware of procedures for working with relevant external agencies. Both management and staff attend relevant safeguarding training and procedures are revisited as part of staff training and meetings. A high number of staff are

trained in first aid and food hygiene, promoting children's well-being.

Engagement with parents is strong from the onset. Parents are encouraged to provide a range of relevant and required information to support their child's welfare and development. Newsletters keep parents informed, as does the informative notice boards throughout the setting and the use of parental questionnaires to gain feedback from parents. Parents are encouraged to participate and share experiences when celebrating festivals. They take up roles on the committee, allowing them to have a better insight into the operations of the setting and represent parents' views. Staff talk to parents daily at handovers to share information and complete diary sheets for young infants. Parents are encouraged to share their child's experiences at home, as part of the system for supporting children's progress. Staff hold periodic meetings with parents to discuss children's development. However, parents expressed at inspection that they do not actually see the observational assessments carried out by staff. This leads to their not having an in-depth knowledge of their child's progress in order to support their learning further at home. Otherwise, parental feedback is highly positive and full of praise for the staff, learning activities on offer, staff interaction with their child and themselves, and many describe the service as 'excellent'.

Management is supportive of staff development, with an ongoing training programme in place for staff. Management recognise staff development impacts positively on children's care. Staff cascade information gained from attendance at courses during staff meetings to ensure all are updated and gain required knowledge. Management use recognised systems for staff observation to assess the impact they have on children's learning and to promote better outcomes for children. Staff access training from the local authority and the private sector. Staff are encouraged to update their qualifications, which some are doing currently. There are consistent links with local schools, the children's centre, inclusion team, home for the elderly and the local authority. These links enable management to support children's positive transition to school, interact with the elderly in gardening, gain support of professional services in the children's centre and advisory teachers. The inclusion team plays a significant role in liaising with parents, staff and children to ensure plans, programmes and targets are in place to support development.

Self-evaluation is an ongoing process, with commitment and inclusion of the committee, management, staff, parents and children. Management and the committee have highlighted future areas for improvement. For example, to improve children's physical development with the possible purchase of an outdoor play area. Since the last inspection, management has not met the previous recommendation to improve the play surface for children in one of the playrooms. The allocation of funds is still on the agenda.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY288508
Local authority	Tower Hamlets

Inspection number	884975
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	72
Name of provider	Barkantine Community Nursery
Date of previous inspection	22/05/2012
Telephone number	020 7538 8487

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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