

Fernbank Childrens Centre

Inspection report for early years provision

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Inspection date

31/08/2012

Inspector

Lynn Wordsworth

Setting address

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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*.

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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.

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Description of the setting

Fernbank Children's Centre was registered in 2011 and is situated in Stoke Newington in the London Borough of Hackney. All children share access to playrooms and secure enclosed outdoor play areas. The nursery is open each weekday from 7.45am to 5.45pm, 48 weeks of the year. The nursery is registered on the Early Years Register to care for a maximum of 68 children at any one time. There are currently 63 children on roll within the early years age range and they attend different times of the week. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery currently supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are 25 members of staff, 20 of whom hold appropriate early years professional qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm and welcoming setting for children, where they enjoy a variety of interesting play activities. A strength of the nursery is staff's inclusive approach and this contributes to children developing a real sense of community. There are good opportunities for children to learn through play as they explore in a relaxed atmosphere. Staff have a good relationship with parents keeping them well informed about their children's progress. Children working beyond their developmental age are not fully challenged and extended. The manager and staff are committed to continually improving 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:

- introduce language that enables children to talk about their experiences in greater depth and detail to ensure they are fully extended and challenged
- help children's understanding of what is right and wrong by explaining why it is wrong to throw something, that may hurt a living creature.

The effectiveness of leadership and management of the early years provision

The manager has good understanding of what to do if there is a safeguarding concern, such as child protection. Robust risk assessments minimise hazards so that children can play safely inside and whilst on outings. Staff and children practise a regular fire evacuation so they know what to do in an emergency. Confidentiality is a priority and all personal records are stored safely. Parents provide essential details about their children and all parental consents. All records

relating to children's health and safety are up to date so staff are aware of their changing needs.

The manager encourages staff to reflect on practice through evaluation. The management team, nursery manager and staff have clear knowledge of the strengths and weaknesses of the nursery and ways to move forward. Since becoming the manager, she has reorganised documentation and equipment, for example, the new information, communication and technology equipment so that children can enhance their knowledge of technology. A robust training programme also keeps staff up to date with new legislation and information about childcare development.

A wide range of good quality toys and resources are available for children and they reflect positive images of diversity. The outside area is designed so children can enjoy large activity equipment and a woodland area. Staff are well deployed during the sessions, taking responsibility of the organisation and design of their rooms. They are relaxed in their approach and provide different learning experiences, encouraging children to make their own decisions.

The nursery has good relationships with other services, which support children's learning. The area special educational needs coordinator visits regularly to assess the progress of children with special educational needs. Their parents are fully aware of how to support their children at home. The manager has a very effective relationship with the head teacher of Jubilee primary school who has responsibility for the children's centre. This offers children a wider area to explore nature and become involved in performing arts. Children also benefit from meeting their new teachers, which supports a strong transition when they are ready for school.

There is an effective working relationship between parents and carers. Parents are involved in their children's learning and development, and they value advice from staff. They continue learning in their own home and feed this back to staff so it is included in the planning. Parents are part of the self-evaluation and offer positive comments, which the staff and manager take on board to make improvements. Parents have a wide range of information about the Early Years Foundation Stage such as, planning, policies and new incentives. These are displayed throughout the nursery together with many displays of their children's learning.

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

Children enjoy their time at the nursery and they have many opportunities to make new discoveries. For example, children find out about hot countries as they role-play, flying in an aeroplane and swimming in the sea. They problem solve, fitting together large wooden blocks to design their plane. They talk animatedly about the flight, the hot sand and energetically make different strokes as they swim in the sea. Children with special educational needs and who speak English with an additional language are supported well, for example, with unique learning programmes and staff who are very well aware of their needs. Staff join in with

children, as they play, talking with them about the different experiences. Staff promote the enjoyment of books through sharing stories, using puppets to enhance conversation. This encourages children to explore books imaginatively and think of new ideas. Children respond enthusiastically through music and singing sessions and staff support by singing and playing the piano. Children enjoy manipulating dough as they make different flavoured cup cakes, sharing and offering to staff to taste. Staff have made progress updating the observations and making sure next steps are written. This helps them to assess children's learning and plan purposeful activities. However children who are progressing beyond their developmental stages in certain areas are not always challenged. This leads them to show behaviour which demonstrates they can be less aware of their responsibility within the setting, for example, throwing resources, which harm living creatures, and subsequently break when they hit the floor. Children in the baby room are gaining their independence well through many different activities. They are beginning to hold spoons with control so they can feed themselves and hold drinking cups well to drink water when they are thirsty. New children are also developing a strong bond with their key persons so they feel safe and secure to be active in their learning.

Children are adopting to a healthy lifestyle through a range of different activities. They have a nutritious menu available and the cook prepares these meals and snacks on site. During lunch children talk about the healthy foods and that carrots will make them grow big and strong. Children enjoy climbing the large equipment in the garden area, running, riding bikes and trikes. There are a range of safety measures in place to ensure that children play in a safe nursery. The building, rooms and garden are secure so children can move around freely with enthusiasm. Staff are close by at all times and they approach them with confidence, asking questions during play. Children take part in fire drills to know what to do in an emergency. Children learn about the wider world as they celebrate festivals, and learn what families do in their own home to celebrate.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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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