

# Places For Children

106-108 Morning Lane, Hackney, LONDON, E9 6LH

## Inspection date

04/01/2013

Previous inspection date

24/06/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Practitioners' good partnerships with parents contribute to children's wellbeing, learning and development.
- Children learn the importance of good personal hygiene through practitioners' implementing effective daily routines and their own good practice.
- Children are able to explore and play safely in the rooms because practitioners are well deployed and vigilant about children's safety.
- Children demonstrate increasing independence because practitioners allow them to do things for themselves.
- Children are making good progress in their all-round learning and development.

### It is not yet outstanding because

- Some practitioners do not allow children to count independently as they intervene by counting along with the children, limiting opportunities for children to demonstrate their counting skills
- Although children learn about diversity through some planned celebrations they do not have access to a varied range of resources that reflect positive images of disability and gender to help them to further value people's differences.

## 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

- The inspector observed the children during play and the staff's interaction with the children
- The inspector sampled a variety of documents to gather evidence in relation to how well the setting promotes children wellbeing and supports their learning and development
- The inspector observed the resources on offer and how they are organised and used to support children's learning and play.
- The inspector interviewed the manager.

## Inspector

Jennifer Liverpool

## Full Report

### Information about the setting

Places for Children Day Nursery opened in 2003, and is part of the Places for Children nursery chain. It operates from two rooms in an open plan, purpose built ground floor premises in Homerton in the London borough of Hackney. All children share access to a secure outdoor play area. The nursery is registered on the Early Years Register and the

compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year.

There are currently 53 children aged six months to four years on roll, some in part time places. The nursery is in receipt of funding for free education sessions for children aged two, three and four years old.

The setting currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 14 members of staff, most of whom hold appropriate early years qualifications. The setting receives support from the local authority.

### **What the setting needs to do to improve further**

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

- allow older and more able children to count independently and intervene when children need support to extend their counting skills.
- expand the range of anti-discriminatory resources in order to help further develop children's understanding of diversity

### **Inspection judgements**

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

Children show a growing sense of belonging when they greet practitioners and their peers on arrival into the setting. Additionally, the older children take part in the process for self-registration and understand that collecting their names tags and putting it on the board shows that they are in attendance. Practitioners ensure that toys and activities are set out at children's level. Consequently the children are able to access resources safely and make independent choices about their play. Children are becoming increasingly confident as practitioners support them to do things for themselves. For example, children are taught how to put on their coats. Children are encouraged to develop personal independence skills at other times such as, helping to set up the table for lunch, serving themselves during snacks and lunch and pouring their own drinks.

Babies and young children explore and experiment through a range of activities that are appropriate for their age and stage of development. For example, babies investigate natural materials in the treasure basket that enable them to develop their sensory

experiences. Practitioners sing songs and rhymes to help promote babies' language development and coordination. Children enjoy story time sessions and demonstrate that they are very familiar with some stories. They eagerly repeat phrases or call out the missing words as practitioners pause when reading stories to them. Practitioners use appropriate strategies to support children who are learning to speak English as an additional language. For example, they learn key words in the children's home language to communicate with the children and plan one to one activities to help the children learn new words in English. Practitioners provide different size containers in the sand pit to enable children to experiment with quantities. Many of the older children can accurately count from one to 10 and some are beginning to count beyond 10. However, some practitioners count along with the children when they start to recite numbers in order beyond 15. Consequently, on these occasions, children are not able to demonstrate what numbers they are capable of counting up to and do not always consider further ways to enhance children's mathematical awareness.

Practitioners know the children well. This is because they visit the children in their home before they start and obtain relevant information from parents about their children's development and interests. This enables the practitioners to assess the children's starting points and build on what they already know. Practitioners continue to pay particular attention to children's growing interests and use their knowledge of the children to provide activities that appeal to the children. For example, practitioners provide small world equipment for children to create farms and they encourage children to talk about the size and shape of dinosaur horns, following their interest in animals and dinosaurs. Practitioners make regular observations, record children's achievements and identify the next steps in the children's learning. Observation and assessments folders for babies contain lots of photographs of their achievements and samples of their paintings. However, some children's profiles lack samples of their mark making and art work. The manager proposes to provide each child with a scrapbook to collect samples of their work to share with their parents.

It is evident that children are making good progress in all areas of their learning and development. The planned curriculum offers a good balance of adult-led and child-initiated activities. Staff are mostly skilled in the support and challenge they offer children as they participate in chosen activities. As a result children are acquiring the skills that will help them in the next stage of their learning and help prepare them for school.

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

Children and their parents quickly develop positive relationships with their key persons from the home visits they receive. This helps to promote children's emotional security at the start of their placement. Practitioners gather all of the required information from parents about their child and this helps to ensure that child's needs are known and met. Practitioners follow babies' individual care routines for sleeping. This promotes continuity of care and contributes to children's physical wellbeing. The key persons give children sensitive support and reassurance as needed. As a result children are confident and motivated to participate in the activities offered. Children's behave well because

practitioners make expectations of behaviour clear, helping children understand why certain behaviour is not acceptable. Younger children receive good support to help them understand important social skills, such as, sharing and taking turns during games and activities. Children emotional needs are well met Children are beginning to develop an understanding about their own and other cultures when they are provided with opportunities to take part in the celebrations of different festivals, cultural and religious events such as, Eid, Black History month and Christmas. They have access to a reasonable range of multi-racial resources, although few reflect positive images of gender and disabilities to develop children's further understanding of diversity.

Practitioners fully support children with special educational needs as they effectively liaise with external agencies and work jointly with parents to ensure that the children's specific individual needs are met. Children's good health is well promoted through effective daily routines, very clear procedures and purposeful activities. All practitioners wear protective clothing when helping to prepare snacks, transporting children's food to the table and during nappy changing routines. Children play in a clean environment where they learn the importance of good personal hygiene. Older children automatically wash their hands after visiting the toilet and know this helps prevent the spread of germs. Practitioners monitor babies' food intake and nappy changes to ensure that they remain healthy. Children learn the benefits of a healthy diet through discussion. They enjoy varied and nutritious meals which meet their dietary requirements. All children have access to fresh air on a daily basis. There are many opportunities for children to be active and extend their physical skills indoors and outdoors. Children have access to climbing equipment outdoors and a range of mobile equipment to help promote their coordination. Babies and toddlers sit and ride on child size cars and they also have access to a variety of push and pull along toys. Children learn to keep themselves safe through gentle reminders and as they regularly practise the emergency evacuation procedures with practitioners.

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

Children's welfare is effectively safeguarded through practitioner's sound knowledge of child protection issues and their access to clear policy guidelines. The manager has updated the policy for safeguarding and this now includes the procedures to follow in the event that an allegation is made against a practitioner, and it also covers the use of mobile phones and cameras in the setting. Sound recruitment procedures are implemented and this helps to ensure that suitable and experienced practitioners are employed to look after the children. Children are kept secure on the premises because there are systems in place to prevent unwanted visitors gaining access into the building. Also, the manager ensures all visitors and trades people sign themselves in on their arrival and sign out before leaving the building. Children benefit from a range of safety measures for example, daily risk assessments indoors and outdoors, regular evacuation procedures and a secure outdoor play area. Additionally, practitioners are vigilant and make sure that items with small parts that could cause choking are not accessible to babies and young children. Risk assessments are reviewed regularly to ensure they are effective, for example, careful consideration has been given to children's welfare and safety during

building works that are taking place on the premises. These measures help to promote the safety of the children at all times. Children's good health is promoted well because practitioners know and understand how to prevent the spread of infection. Also the majority of practitioners hold a valid paediatric first aid qualification. This means that they are well placed to give children appropriate care if they sustain an injury.

All required documentation required for the safe management of the children and the provision is in place and well maintained. Practitioners have opportunities for professional development and the management actively encourages practitioners to attend training. This supports staff in their role. Appropriate contingency plans are in place to cover absences to ensure that the children always have appropriate supervision. Also, the manager ensures that there is a buddy key person system in operation in order that the children continue to receive appropriate support and care in the absence of their key persons. This contributes to the wellbeing of the children. Overall, there is an adequate range and variety of resources to meet the needs of the children and support their development. Practitioners have a clear knowledge and understanding of the learning and development requirements. They regularly assess children's progress and plan for the next steps in their learning. The manager monitors the effectiveness of the educational programme to make sure that all areas of learning are covered sufficiently. The management team demonstrates a strong commitment towards continuous improvement. They critically analyse all aspects of their provision and have clear plans for future improvement. They have responded positively to the recommendation raised at the previous inspection and foster a culture of continuous improvement to enhance children's early years experiences.

The partnerships with parents and others involved in children's care are good. Parents have access to a wealth of information about the Early Years Foundation Stage through notice boards, newsletters and through organised parents' forum meetings. Practitioners complete a daily diary for parents giving information about their babies' care routine. Practitioners also give daily feedback to parents about their child's day. This helps to provide children with consistency of care between home and nursery. Parents contribute to their child's assessment by providing their child's key persons with 'wow' vouchers that detail their child's achievements at home. This helps to promote continuity of learning for children. Parents written compliments indicate that they are regularly kept up to date about their child's progress and that their children are happy in the care of the practitioners. A suggestion box is used to encourage parents to share their views on the provision, as part of the system for self-evaluation.

### **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
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

<b>Unique reference number</b>	EY260754
<b>Local authority</b>	Hackney
<b>Inspection number</b>	896629



<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Places For Children Ltd
<b>Date of previous inspection</b>	24/06/2011
<b>Telephone number</b>	020 8986 0051

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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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