

# Clapton Park Childrens' Centre Nursery

161 Daubeney Road, LONDON, E5 0EP

## Inspection date

Previous inspection date

16/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- The management team is very supportive of the staff team working directly with the children. They observe their practice and engage in the planning of activities and review developmental records maintained of the children they care for.
- Older children enjoy making decisions about whether they would like to play indoors or outdoors, which encourages them to explore.
- Children are able to make choices in their play as they are given a broad range of activities, which are both adult-led and child-initiated.
- Effective systems are used to monitor children's development, identify the next steps in their learning, ensuring they make good progress.

### It is not yet outstanding because

- Staff do not make the best use of the outdoor area to maximise learning opportunities.
- Role play areas are lacking some resources and are not organised to be as inviting as other areas of the children's play spaces.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed children in all rooms, staff interaction, viewed the outdoor area play areas and sampled relevant documentation.
- The inspector met with a sample of parents to gather their views about the service they and their child receive.
- The inspector spoke to a number of staff to explore their knowledge of the setting's policies and procedures, their role as key worker and the operation of the setting.
- The inspector carried out a shared observation with the setting teacher.
- The inspector observed play resources accessible to children and a sample of children's developmental records.

## **Inspector**

Shaheen Belai

## Full Report

### Information about the setting

Clapton Park Children's Centre Nursery registered in 2012 and is managed by Hackney Learning Trust. The setting operates from purpose built premises in Homerton, within the London Borough of Hackney. Children have access to seven play areas, associated facilities and three outdoor play areas. The premises are within a short walking distance of transport links, schools, park and shops. Other members of the community share the setting facilities throughout the week. For example, there are 'play and stay' sessions, 'happy at home' sessions and the toy library. In addition, adult learning courses operate at specific periods throughout the year for members of the community.

The setting operates each weekday for 48 weeks of the year, from 7.45am to 5.45pm. The setting provides funded education for two-, three- and four-year-olds. There are currently 54 children in the early years age range on roll, attending both part-time and full-time sessions. The setting currently supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The setting is registered on the Early Years Register and both parts of the Childcare Register.

The setting employs 21 members of staff, including the manager. Of these, all staff members hold appropriate early years qualifications and one member of staff holds Qualified Teacher Status.

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

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

- extend the selection of resources available to promote imaginative play and role play
- extend outdoor play opportunities to offer additional activities that reflect all areas of learning and introduce opportunities for children to explore aspects of the environment, the impact of the weather by providing resources such as wind chimes, streamers, windmills and resources that reflect light, for example.

### Inspection judgements

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

Children thrive in their learning and development as staff plan a broad range of stimulating activities for the children. Each child's key person monitors children's progress closely. They plan on a weekly basis to ensure each child is supported to make good progress towards their next stage of development. Management and the teacher are regularly involved in providing hands-on support to the staff and are engaged in the care of the children. Both management and the staff team demonstrate a thorough knowledge of the Early Years Foundation Stage framework.

A home visit to each child by their key person helps build good relationships from the beginning. This ensures staff become familiar with each child and gain information to develop individual learning plans for them. The systems for ongoing assessment of children's developmental progress are robust. Management check records to help to ensure each child is fully supported to develop in line with expectations. Parents are very much encouraged to be fully involved in their child's learning. For example, staff share information with parents on a daily basis. They share children's developmental records periodically and ask parents to contribute monthly towards their child's learning at home. This shared approach ensures that children are making good progress and continuity of learning is promoted. Staff work effectively with other professionals to support children with identified needs and to ensure individual developmental plans are followed. Staff are skilled in carrying out required assessments of children's development and encourage parents and health professionals to contribute. In addition, effective and robust systems are in place to enable a smooth move to school.

All children benefit from effectively organised indoor play areas, which generally support all areas of learning. The effective organisation of low storage and use of clear labelling encourages children to select resources for themselves. A good range of their work and photographs are displayed, providing children with a strong sense of belonging and achievement. Children have high levels of independence, which staff encourage. For example, young children find their coats from easily identified low pegs and older children serve themselves at mealtimes. Focused activities support individual needs and enable children to prepare for school. For example, children develop a good grasp of the use of phonics. There is a comprehensive range of books and these are popular in each room, promoting children's interest in reading. Babies and toddlers explore the books themselves and enjoy looking at books with flaps and different textures. Children sit with staff to look at books in small groups. All children take great pleasure in looking at their own profiles that include a range of photographs from home and nursery. Children enjoy imaginative play and this is evident as children develop their own ideas, such as role play outdoors. Although there are 'home corner' areas in the setting, these are often overlooked by children. They are not organised with a broad range of resources or arranged to be inviting to the children.

Staff promote early writing skills, with areas set out for children to use a wide range of resources to encourage this. Children are encouraged to label their own work and the displays of children's early writing reflect their developing skills. Creative play is enjoyed by all ages. Older children learn to mix their own paints and younger children explore different textures, such as a mixture of sand, water and oil. Children enjoy the activities on offer on the computer, learning to take turns using the sand timer. They develop good

control of the use of the mouse and keyboard. Babies enjoy a range of resources to sort shapes, and press buttons to operate toys to make light and sounds. Children learn about the wider world. They learn about growing plants that produce food and about the care required to nurture these plants. Children are very happy to be outdoors for long periods and can choose to do so throughout the day. They enjoy exploring a wide range of outdoor play materials and activities. However, they have fewer opportunities to engage in activities that reflect all areas of learning, or to learn about the weather, for example.

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

Each child has their own key person, who are clearly identified in each room and parents are aware of their child's main carer. The staff team in each room work very well together. They are aware of each child's needs and form close attachments to the children. This helps children to feel safe. Babies' home routines, such as sleep times and feed times, are followed to maintain continuity of care until they adapt to the routine of the nursery. Small group activities enable close relationships to be further promoted. Children's move from one room to another is carefully planned to ensure the child develops a bond with their new key person. The move to school is planned very well to ensure children are well prepared. For example, they visit the school with staff before they start and take photographs of their visit. They share their experience with others and become familiar with school staff.

Children's behaviour is good. Staff have high expectations, and talk to the children about sharing and being kind to others. Children also benefit from the close attention and interaction from staff that helps children to be engaged in purposeful play at all times. Staff use positive praise and recognition for children's achievements and behaviour. This contributes to children's positive self-esteem. The use of an achievement chart for older children, acknowledges their good behaviour.

Children are able to choose to play inside or outside as they wish, and most children actively take advantage of being outside. They have large spaces to explore and enjoy plenty of fresh air. They enjoy using a range of equipment to promote their physical skills and exploring the environment. For example, the children use spades to dig the garden. They say 'hello' to the people on the barges that pass along the river at the bottom of the large garden. Babies and toddlers have resources to balance on, crawl through and learn to sit and ride. Children's health is promoted as they develop an understanding of personal hygiene through routines and explanations from staff. They demonstrate an awareness of their own needs or those of others. For example, children remind their friends they need an apron or their clothes will become dirty when they engage in messy activities. Children benefit from a varied and nutritionally balanced diet throughout the day, which is prepared on the premises. The setting promotes a healthy diet and the seasonal menu is reviewed to ensure it reflects the nutritional needs of children. All dietary needs are catered for and this includes supporting young babies' diets. Children enjoy the food offered, as they tuck into a variety of fresh fruits. Babies make lots of happy noises as they eat and drink.

Children learn about good eating habits. For example, older children learn about the good and bad foods through learning activities. Mealtimes are a calm and sociable activity, with staff eating alongside children to set a good example to them as positive role models.

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

Staff demonstrate their responsibilities in meeting safeguarding and welfare requirements. This is because management and staff attend periodic training in this area, implement the policy in practice and have access to supporting documentation. Daily and periodic risk assessments help to identify risks. Appropriate action is taken to enable children to play in a safe environment. The organisation follows robust recruitment procedures to safeguard children. Required checks are undertaken and records are maintained of these. There are designated staff who have the responsibility for specific safeguarding matters, so they can act on any changes and monitor the implementation of specific policies and procedures. The setting has a high number of staff trained in first aid to contribute to children's well-being. All children's required records are in place. A full range of policies and procedures are available to parents and are reviewed periodically.

Inclusion is fully promoted, as management and staff have a positive attitude to equality. There are clear plans to effectively support children with special educational needs and/or disabilities. Staff are skilled to identify concerns, refer concerns to appropriate agencies and work in partnership with other professionals. Children who are learning English as an additional language are supported as staff use words in the child's home language as well as picture symbols. In addition, staff use basic signing with all children, with new signs taught every week. This enables children of all abilities to communicate.

Staff are aware of the value of working in partnership with parents and do this well. They provide a broad range of information on notice boards to keep parents well informed about what is happening in the nursery. They provide regular newsletters, and share information daily at handovers. The role of parents is valued to support and engage in their child's development at home and systems are in place to do this. Feedback from parents at inspection is full of high praise. They state that the 'setting was highly recommended' and they acknowledge that 'children are cared for by caring and professional staff'.

There is a good capacity for improvement. Management fully supports staff's professional development through training. Staff receive regular supervision and attend regular staff meetings. Management observes staff practice to monitor performance and the educational programme. They work with the local authority and management strives to make improvements and meet any actions raised. They have action plans in place to further promote outcomes for children. Staff work together as a team to contribute to the self-evaluation process to ensure continuous improvement is maintained.

### **The Childcare Register**

The requirements for the compulsory 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 action. 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>	EY450442
<b>Local authority</b>	Hackney
<b>Inspection number</b>	884291
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	64
<b>Number of children on roll</b>	54
<b>Name of provider</b>	London Borough of Hackney
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	020 8986 7437

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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, which are usually the childminder's 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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