

Somers Town Community Nursery

Somers Town Community Association (Camden), 150 Ossulston Street, LONDON, NW1 1EE

Inspection date	26/04/2013
Previous inspection date	22/04/2010

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

- Children are confident and happy in this small nursery environment where they are supported to become independent and active learners.
- Children develop good communication and listening skills as staff focus on helping children's language development in small group sessions and one-to-one activities.
- Children have very secure relationships with staff and enjoy the warm and caring support they receive. Children establish successful attachments with their key person.
- Parents demonstrate high levels of satisfaction with the nursery. They feel fully involved in their children's ongoing learning as staff communicate with them daily.

It is not yet outstanding because

- Staff are yet to promote fully the children's self-care skills as they take on the role of serving children's food at lunch time.
- Staff do not provide consistent opportunities for older children to problem solve and extend their knowledge of numbers during their daily routines.

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.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspector and manager undertook a joint observation of an adult-led physical play session.
- The inspector talked with staff and held meetings with the manager of the provision.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

Somers Town Community Nursery opened from this site in 2009. It is organised and managed by Somers Town Community Association (Camden) and operates from premises in the Somers Town area within the London borough of Camden. The nursery is based in a room on the first floor of the community centre accessible by stairs and there is also a stair-lift for wheelchair users. Children also have access to the large hall on the ground floor for soft play and other activities twice a week. Children have direct access to a secure garden. The nursery serves the local and wider community and is open for 48 weeks of the year, closing for one week during Easter and Christmas and two weeks during the summer months. The setting is open Monday to Friday; from 9am until 5pm. Children may attend on a full- or part-time basis.

The nursery is registered on the Early Years Register. It receives funding for the provision of free early education to children aged two, three and four. There are currently 29 children aged from two years to under five years on roll. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are five permanent members of staff working with the children alongside one part-time student. The manager holds a National Vocational Qualification at Level 3. All other staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- review the programme for physical development to create more opportunities for children to develop their independent self-care skills
- review the programme for mathematics to provide more opportunities that encourage older children to learn about estimating and problem solving.

Inspection judgements

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

Children are making good progress across all areas of learning given their starting points.

This is supported by the effective planning systems, which include working in partnership with parents and outside professionals where necessary. Therefore, children's interests are fully encompassed within their individual learning plans. Consequently, children are motivated and enjoy the fun activities that are planned for them. Staff confidently discuss their key children's learning progress and can identify the most appropriate pathways to support their next steps in learning. Staff maintain regular and accurate assessments of children's achievements which are fed into planning systems. Staff have made good progress in initiating the two-year-old progress check. This has resulted in successfully accessing specialist support for children identified as having some delay in their learning. These robust systems help to ensure that all children, including those with special educational needs, receive effective individual challenges to move them onto the next level in their learning.

Children excitedly arrive at nursery and quickly settle into activities of their choice. This confident entry into the nursery is clearly helped by the warm welcome they receive from staff. Children are developing good independence and self-care skills as they confidently hang up their coats on their labelled pegs when they arrive. They competently move between the indoor and outdoor environments during their play. However, staff do not fully promote children's self-care skills during all routines. For example, staff take responsibility for serving food and deciding on the amounts that children will eat, rather than allowing them to develop these skills for themselves. Nevertheless, staff use these opportunities to develop children's speaking and listening skills. For example, children are confident to talk about their favourite foods and listen inquisitively to staff who discuss with them how food provides us with energy to work and play. Older children are developing successful literacy skills as they confidently write their names and know their letter sounds. These skills effectively support their readiness for school.

Children have good opportunities to access the garden area as this leads directly from the nursery playroom. This helps to ensure that they have fresh air and opportunities to engage in energetic play daily. Children are extremely excited to participate in physical obstacle courses that are set out for them in the large hall downstairs. They confidently climb, balance, crawl through tunnels and jump on a small trampoline, cheered on by their friends. They are delighted to receive a round of applause when they complete the course. These fun experiences not only develop their physical control and coordination but also their confidence and self-esteem. Staff skilfully use these physical play sessions to extend children's counting skills as they encourage children to count how many jumps they can do on the trampoline. However, staff do not make the most of daily routines to challenge the older children's problem solving skills. For example, as children help to lay the tables for lunch, staff do not encourage them to estimate or think about the number of children present and how many pieces of cutlery they may need.

Children are generally very happy and settled. They enjoy strong attachments with their key person and their nursery friends. They are learning to be helpful and respectful of their environment as they help to keep it safe and help to tidy away resources. Discussions with parents demonstrate that they are very satisfied with the quality of care and the learning experiences offered to their children. They say that they are fully involved in their children's ongoing progress as staff encourage them to contribute to their children's profile books. Parents' comments include, 'my child is very happy and is

developing really well at nursery. She is able to communicate in both English and Bengali,' and, 'my child is making excellent progress at nursery, he knows his numbers and letter sounds and can spell his name.'

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

Staff provide children with a bright, stimulating and accessible learning environment. There is a broad range of resources both inside and outside in the garden that helps to support children's all-round development. Staff are well deployed in the provision to support both child-led activities and small group sessions. The well-established key person system supports the children well and this helps maintain the calm atmosphere within the nursery. Children are confident in their relationships with staff which positively supports their ability to make independent choices about their play. Children display courteous and cooperative behaviour which is successfully modelled by staff. They are able to wait their turn and understand the safety rules that are applied for certain activities. For example, children know how to climb up and down stairs carefully as staff remind them of potential hazards if they were to push each other or rush. Older children are quick to offer younger children assistance with putting on their shoes after they have engaged in soft play sessions. Therefore, children are beginning to manage their own personal needs as well as helping others to manage theirs.

Staff maintain a safe and secure environment for children. All staff are responsible for assessing risks to children and complete a daily risk assessment check of the environment and resources. Staff are vigilant in their monitoring of children who have food allergies. All staff have attended specific training to administer an emergency treatment epipen should children have a severe allergic reaction. Staff have gathered detailed information about all children's individual needs and have shared with parents the nursery policy for sickness and accidents, and the emergency procedures that would be followed. Children enjoy the healthy meals that are cooked freshly for them each day. All dietary requirements are met and children learn about the foods that are good for them. For example, staff engage children in discussions about what food they enjoy and what foods are good for their health. Children know that exercise is important to their health as they say 'it keeps me strong and fit'. Parents also comment positively on the meals provided saying that their children eat far healthier at nursery. Children are developing a good understanding of maintaining their own personal hygiene. They all wash their hands before eating and after visiting the bathroom. Staff discuss how this helps to stop the spread of infections and consequently helps our bodies to stay fit and healthy.

Children who are moving onto school are well prepared for their next stage in learning. They are able to sit and concentrate for short periods of time as this forms part of their daily routine. They are able to manage themselves socially as they understand the rules for cooperative behaviour. Staff work closely with local schools that children move onto to support a smooth transition for the family. Children's profiles are shared with the schools so that teachers are aware of children's achievements along with any areas that the

nursery has been working towards. This successfully acknowledges the importance of a continuous approach towards children's learning.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are clearly understood by the managers working in this provision. There are robust recruitment and vetting procedures to employ experienced, suitable and qualified staff to work with children. Staff are clear of their roles and responsibilities in safeguarding children. They confidently discuss how they monitor children's welfare and how they share concerns with parents and outside professionals where this is necessary. There are clear policies and procedures in place that the nursery managers consistently promote. Staff are focused on maintaining a safe and secure environment for children. This is achieved through their visual risk assessment of the areas used by the children and through staff removing potential risks immediately.

Staff obtain information about children's medical needs and complete additional training to ensure they are fully aware of how to administer any required medication. When children are ill they do not attend the setting and if they fall ill at the setting their parents are called to take them home. This ensures that children receive appropriate treatment to meet their medical needs and there is no spread of illness amongst children. Management has reviewed, and discussed with staff, the procedures to be followed when a child becomes ill at the nursery.

The manager and her staff team demonstrate a secure knowledge and understanding of the learning and development requirements. Since their last inspection, staff have reviewed and updated all of their planning and assessment systems to ensure that these focus on the children's interests. The manager regularly reviews the quality of the records made by staff within the children's profiles to help ensure that these are consistently of a good standard. She oversees the planning systems and regularly observes staff practice in the provision. All staff are positive about working in partnership with the local authority advisors to improve their practice. They all engage in ongoing training to support their professional development. There are excellent partnerships in place with outside professionals. These help to support children with special educational needs in meeting their individual milestones.

Staff are enthusiastic in their roles and clearly enjoy working with children and parents. They provide a welcoming and friendly atmosphere for parents and children within the nursery. The manager has high expectations of her staff team. She involves them in regular appraisals, staff meetings and discussions around initiating improvements both in their professional development and improvements in the nursery. Self-evaluation systems are used to engage the views of everyone including staff, parents and children. Staff have been working effectively with parents to acknowledge children's home languages and use

some key words with children in the nursery. Parents say that they really appreciate the efforts that staff make and value the fact that home languages are seen as important. This coupled with the good practices in place to engage parents and where appropriate outside professionals in children's learning shows that partnerships are truly valued within the nursery.

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

Unique reference number	EY402188
Local authority	Camden
Inspection number	914193
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	29
Name of provider	Somers Town Community Association
Date of previous inspection	22/04/2010
Telephone number	02073886088

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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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