

Round Chapel Families Project (Nursery)

Round Chapel, Old School Rooms, Powerscroft Road, London, E5 0PU

Inspection date	28/06/2013
Previous inspection date	13/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and grow in self-assurance because they receive a good range of experiences and positive relationships with staff.
- Children are making suitable progress in their learning and staff support them in their ongoing achievements.
- Children have daily opportunities to visit the local park, which helps to promote their physical development.
- Outsourced activities provide children with exciting learning opportunities.

It is not yet good because

- The management do not consistently provide fresh drinking water for children at all times.
- Staff do not provide parents and/or carers of children between the ages of two and three with a copy of the progress report that identifies their child's development.
- The manager does not currently receive appropriate supervision to fully support their professional development. In addition, the evaluation processes are not robust enough to identify and address key weaknesses in practice.

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 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 practice, including mealtimes and spoke with a selection of parents about their child's progress.
- The inspector talked with all the staff, and spoke with the manager/nominated person about her roles and responsibilities.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff suitability checks.
- The inspector observed children's play and staff interaction, indoors and during an outing to the park.

Inspector

Debbie Buckingham

Full Report

Information about the setting

Round Chapel Nursery registered in 2000. It is run by a management committee made up of representatives of the church and parents. The setting operates from the basement hall of the church, which is located in the Lower Clapton area of the London Borough of Hackney. Children have access to a hall and the ground floor meeting room and the first floor hall. The nursery open each weekday from 8.30am to 1.30pm, 48 weeks a year (excluding bank holidays). Four days a week the nursery is extended in the afternoons from 1.45pm to 3.30pm for optional yoga, music and movement, art sessions and early start sessions. The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll between the ages of two to four years who attend a variety of sessions. No children in the later years age range currently attend the setting. The provision is in receipt of funding for the provision of free early education for three-and four-year children. The nursery supports children who speak English as an additional language. The nursery employs five staff who work directly with the children, including the manager. Of these, four hold an appropriate early years professional qualification from level 2 to level 4. The nursery has two volunteers and offers four student placements. The nursery 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:

- consider ways to provide consistent ratios of staff during trips to the park to fully support children's safe access to large play equipment and their understanding of keeping themselves safe
- provide the manager with appropriate supervision to support their professional development in order to foster a culture of mutual support and continuous improvement.
- strengthen self-evaluation processes in order to clearly identify and address key weaknesses.

Inspection judgements

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

Children settle well into this welcoming environment. The spacious room enables children to choose their favourite toys from a wide selection of resources that help to foster their learning. For example, children engage in messy play, and enthusiastically offer words to describe the feeling of the different foods. Children identify the foods used from discussion with the staff and talk about what they know from engagement in weekly cooking activities. The indoor environment is well organised to help ensure educational programmes cover all areas of development. Staff provide children with interesting activities that provide challenge and daily visits to the local park. Children investigate and explore their community while learning the importance of road safety; this helps them to keep safe. Exploration of the park ignites older children's co-ordination, control and movement and encourages them to be active and interactive. Staff give particular attention to children staying with an adult when walking to the park and to observe their environment. However, inconsistent staff ratios during these daily outings do not always fully support children's safe access to large play equipment. This reduces opportunities for children to take supervised risks and to increase their awareness of keeping themselves safe.

Education programmes cover all the areas of learning and provide a range of interesting activities. Staff have an appropriate understanding of how children learn and develop, which supports children's progress toward the early learning goals. The children learn through play, as staff are attentive and support them in their ongoing achievements. For example, staff encourage children to help one another find resources to support their play, which benefits their independence and gives ownership to their play. Children benefit from optional outsourced activities that provide challenge and new learning experiences. They take part in yoga, art, music and movement and early start programme which contributes to children's ideas through engagement of their bodies.

Children enjoy singing and are skilled in joining in with songs that involve actions. They take pride in singing their favourite nursery rhymes that demonstrate their active learning and motivation. Children enjoy role play opportunities as part of a mix of child-initiated and adult-led activities. They eagerly join in with pretending to be inside a television screen, following simple instructions to turn on the television and increase the volume.

Parents provide information about their child on entry and staff inform them of their child's progress daily. This enables staff and parents to work closely together to support children's ongoing progress. Information gathered from discussion with families supports the key person to plan activities based on children's interests. Staff use observations to identify the areas of learning children involve themselves in. They record the findings from their observations as part of tracking children's progress, although this is not always consistent to help plan for the next steps in children's learning. The manager has identified this weakness as an area for improvement through the nursery self-evaluation system and is in the process of addressing it.

Staff carry out a two year old check that provides parents with a picture of the child's development and needs, offering support and professional development where progress is less than expected. However, parents do not receive a copy of this report to share with their health visitor at the two year old health and development review; and therefore could impact professional partnerships and outside professional support. This means the

nursery is not meeting the learning and development requirement of the Statutory Framework for the Early Years Foundation Stage to provide parents with a written summary of their child's development in the prime areas of learning.

The key person system builds good relationships with children and parents. Families understand the role of the key person and are confident to share information about their child. In preparation for school, the manager and staff talk to children about school and the child's developmental reports are passed to the school to aid continuity.

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

Staff know the children very well and have formed good relationships and provide for their individual needs. Therefore, children are comfortable and happy, which promotes their well-being and independence. Children move around the room happily and safely in the well organised play space. The clean and well-presented play rooms are maintained through risk assessments that identify any damaged equipment. The manager undertakes a daily cleaning regime to minimise the spread of infection. Access to the nursery is safely monitored by the staff, and they use a buzzer system to open the door. As a result, only authorised visitors and families gain entry to the premises. Staff gain written permission from parents regarding any different adults who collect their children. This helps to ensure staff safeguard children, as they are only collected by those adults permitted to do so.

A key person system is in place that offers children a trusting and caring friend. The system works adequately and staff are deployed well to meet the needs of the children. Staff and children form secure emotional attachments, which helps children feel safe so they quickly develop confidence and independence. Families benefit from a flexible settling in process that responds to the needs of the individual child and their family.

Fresh drinking water is available to children indoors at all times. However, during visits to the park, fresh drinking water is not consistently available and accessible to children in support of healthy practices. This is a breach of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and potentially compromises children's good health. Children have their own placemats for meal times that detail their names. This helps them to recognise their names and develop an understanding that print carries meaning. Children display good self-help skills during meal times as they serve their own foods, helping them to develop independence. These self-care skills mean that children gain good skills in readiness for their move to school. Children understand the importance of washing their hands before meals and after using the toilet and need few reminders. This shows children are developing an understanding of appropriate hygiene routines.

Children's behaviour is good. Their understanding of safety threads through their daily routines. For example, children learn not to run inside and that care needs to be taken when using cutting tools. The children play well with friends and are developing a 'rules board' that will help them learn about being kind towards one another and taking care of the toys. Regular praise and encouragement from staff promotes children's self-esteem

and independence well. Children learn about keeping safe when they practise the fire drills each term. As a result, they understand what to do in an emergency. Children learn about healthy lifestyles through growing vegetables, and visiting local shops and parks. These experiences help children to gain more understanding about the world around them.

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

Overall, arrangements for safeguarding children's welfare are established and effective. The provider works with the committee, using adequate vetting procedures to appoint suitable staff. The manager and staff have developed an action plan that ensures staff have regular safeguarding and first aid training. They understand their responsibilities and the need to provide a safe play environment for children. The manager has a vision for the nursery which is shared with staff through regular meetings. However, the manager does not currently receive supervision or an appraisal from the management committee in support of her professional development. The manager works in partnership with the support staff from the local authorities, actively seeking guidance and acting upon improvements for the nursery and children's learning. The nursery forms part of the 'Families Project', that offers support to vulnerable families in partnership with outside professionals. This reflects the nursery is following good practices for working in partnership with other agencies to promote children's outcomes.

Parents and families feel valued and supported by the provision. For example, a parent states 'all the staff are very supportive of my child's needs; I had very strong views when we started and these were respected and listened to'. The management assess what they offer in discussion with families, parent questionnaires and staff meetings so they can identify areas for improvement.

Since the previous inspection, the management have addressed some of the weaknesses. All staff are now qualified in first aid and all records relating to children and staff are now securely stored in the office for easy access. The self-evaluation process takes into account the views of parents and/or carers from completed questionnaires and with assistance from the Early Years Consultant and staff. As a result, the manager has identified several areas for improvement. These include developing the provision in respect of physical play; implementing activities that engage children to manage safe risks and understand movements and space; and continuing to develop the tracking system to identify children's next steps. However, the process of self-evaluation is not robust enough to identify and address key weaknesses in practice, in order to ensure the nursery is able to meet all the legal requirements of the Statutory Framework for the Early Years Foundation Stage.

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 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	144640
Local authority	Hackney
Inspection number	814084
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	32
Name of provider	Round Chapel Families Project Committee
Date of previous inspection	13/06/2011
Telephone number	020-8533-7714

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

