

# Comberton Children's Centre Nursery

Comberton Nursery, 10 Comberton Road, LONDON, E5 9PU

## Inspection date

Previous inspection date

06/09/2013

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

- Staff know children well and generally plan effectively to provide stimulating activities for individual children based on their interests.
- Children enjoy exploring the natural environment in the enclosed outside area, which offers a rich source of learning with both manufactured and natural resources.
- Self-evaluation is a continuous process as managers make improvements to a range of aspects of the nursery.

### It is not yet outstanding because

- At times, the children in the pre-school room do not have a full choice of activities available to keep them engaged in their play.
- Some staff are unaware of training opportunities to help them develop their 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the baby room, two to three-year-old's room, pre-school room and the outside play area.
- The inspector sampled a range of documentation including staff records, children's development records and policies.
- The inspector spoke to staff, parents, children and managers.
- The inspector carried out a joint observation with the Qualified Teacher Support.

## **Inspector**

Lesley Hodges

## Full Report

### Information about the setting

Comberton Children's Centre Nursery registered in 2012. It is operated by the local authority, under the management of Hackney Learning Trust. It operates from adapted premises, situated in Clapton, within the London Borough of Hackney. The children have the use of six play areas. The nursery provides both full-time and part-time sessions each weekday, from 7.45am to 5.45pm for 48 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery employs 21 members of staff, all of whom hold early years qualifications. The nursery has the support of a qualified teacher and five members of staff hold a qualification at level 6. There are currently 48 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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

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

- maximise play opportunities for pre-school children during the afternoons to fully engage them in activities
- review procedures for the continuous professional development of staff to ensure that all staff members are given opportunities to choose and attend training courses.

### Inspection judgements

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

Children are greeted warmly as they arrive at this bright, welcoming nursery. Staff give children individual attention when they are new to the nursery for as long as they need it to help them settle and feel secure. This is the beginning of close bonds with key staff, which benefit the children as they progress through the different rooms in the nursery. Caring staff acknowledge and appreciate individual routines at the beginning of each day and this means that children can relax at their own pace. Staff support children during this time and children demonstrate that they are comfortable when they choose to join in with activities and routines. This caring approach from staff enhances children's self-esteem and their emotional well-being.

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, they provide a range of stimulating activities for all children to choose from. Children enjoy making fruit tarts with the fruit they picked the day before. Staff skilfully introduce mathematical concepts into this activity. They set realistic number problems for children, which encourage them to think about their answers. Staff encourage older children to write their names and support them as they identify the letters they need. Children choose letters from magnets and other resources to support this activity. There is a mix of free play and adult-led activities at various times of the day. This arrangement generally works well, however, pre-school children do not benefit from a wide choice of activities after lunch to help to ensure they are engaged in their play.

Children share a large outside area and benefit from fresh air and a range of stimulating activities in this area every day. Staff encourage outdoor play in all weathers and children play in the rain with protective clothes and umbrellas. They enjoy the freedom of running around and exploring the natural environment. Staff also provide a choice of toys and equipment to support children's all round development. While children enjoy the freedom of running around in this area, they do so safely because staff effectively supervise their play and adventures.

Managers review all children's learning regularly to ensure that those children who need additional support are provided for. For example, children who need support with their speech development work in small groups with focused activities. Staff plan effectively for individual children. They successfully use information provided by parents to plan activities which link with the children's play interests at home. Staff share detailed information with parents in the progress checks for children at the age of two, which means that they have a good understanding of their children's progress.

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

Staff know children well, which helps them feel comfortable and safe. Children are relaxed in the nursery and are confident as they choose different activities. This is because staff are caring and enthusiastic as they support children in their play. Younger children enjoy close bonds with staff. They demonstrate this as they laugh when identifying different play foods in the role play area. Parents comment that staff take time to listen to them and they feel fully involved in their children's learning.

Children of all ages are developing independence skills. Staff encourage younger children and babies to feed themselves with appropriate cutlery. Older children are learning to serve themselves and clear away after they have eaten. Meal and snack time routines are relaxed and sociable. Children and staff chat about the events of the day and staff give clear messages to children about healthy eating. For example, staff talk about different fruits using a poster in the snack area as a visual aid for the children. Staff also talk about the benefits of different food groups and how they affect different parts of the body. Children use the outside area to plant a range of fruit and vegetables, which they then eat in the nursery. As a result of these activities, children are enthusiastic about trying

different healthy foods and this supports their general well-being. The manager has reviewed mealtime procedures recently so that children are only able to choose from food, which is on their list of allowable foods. Parents provide details of children's dietary requirements which are noted and acted upon by all staff.

Children's behaviour is good. Staff gently remind children to take turns with toys so that they learn about sharing. Children learn about working in small groups as they think about how best to fold up the rug after group story time. Staff support children as they prepare for the move to school. All children visit local schools with a member of staff and children who are due to move are relaxed about their new adventure. Parents comment that staff engage effectively with local schools to ensure that individual children's needs are met.

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

Managers and staff have a secure understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Managers monitor the seven areas of learning and staff performance in a variety of ways to help drive improvement in the quality of the provision. They conduct regular staff supervision meetings and use these opportunities to identify staff training needs. However, some part-time staff do not always have good opportunities to develop their skills through training, in order to improve their childcare knowledge and skills.

The managers review the progress individual children are making. They also review the progress of groups of children and act to address any identified shortfalls in areas of provision. These steps ensure that all children, including those children with special educational needs and/or disabilities and those who are excelling in different areas, make good progress.

The nursery has robust safeguarding procedures in place to protect children's welfare. They act quickly upon any concerns or incidents to safeguard children. For instance, the nursery has thoroughly reviewed and improved its policy and procedures regarding the provision of food to make sure children only access and eat food that is appropriate for their dietary requirements.

Staff and managers understand their responsibility to keep children safe. Staff confidently describe the procedures to follow if they have concerns about the welfare of a child in their care. They regularly check the rooms and the outside area to minimise risks to children without removing opportunities for children to explore the outside environment. The nursery is secure. Visitors are greeted at the reception desk and are vetted by staff before entry into the nursery is allowed. Managers carry out regular, robust checks on staff suitability and this means that only those who are cleared as suitable to work with children do so. Staff are aware of their responsibilities to ensure ratios are met at all times. All these measures help to safeguard children during their time at nursery.

Self-evaluation is a strength of the nursery and this helps to improve outcomes for

children. The managers work with staff to review how children are learning as they use different equipment. New play equipment is evaluated and changes made if children's experiences are not as good as they might be. For example, a new water feature is being adapted to enable children to explore more in their play.

The nursery staff work well with other professionals in a range of ways. They support children with special educational needs and/or disabilities as they share knowledge and set progress targets with specialist teachers and advisors. This means that children are challenged as they play while their individual needs are still met. Parents feel involved in their children's learning environment. They are invited to contribute to the running of the nursery by joining a parents' forum or by making verbal or written suggestions. In order to extend services to parents, the nursery makes arrangements for health visitors to attend development review meetings with parents. This gives parents the opportunity to discuss their children's general well-being in a relaxed environment.

### **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>	EY453579
<b>Local authority</b>	Hackney
<b>Inspection number</b>	931740
<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>	53
<b>Number of children on roll</b>	48
<b>Name of provider</b>	London Borough of Hackney
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02088060680

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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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Piccadilly Gate  
Store St  
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