

# Mount Carmel Early Care and Education Centre

18 Eden Grove, Off Holloway Road, LONDON, N7 8EQ

<b>Inspection date</b>	22/01/2014
Previous inspection date	27/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 all make good progress from their firmly established starting points because staff plan well for their learning needs.
- Strong teaching in the pre-school room means that children are well prepared for the eventual move to school.
- There is a dedicated management team in place who lead the staff team well. They are focussed on continuing improvements to develop outcomes for children.
- Relationships with parents are very positive. Key persons and the management team work closely with parents to support very good continuity between home and nursery.

### It is not yet outstanding because

- Newer staff are not always confident to interact with children as more established staff. This means that children do not always benefit from the highest quality teaching in some rooms.

## 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 spoke to staff, children and a visiting parent.
- The inspector observed practice in all rooms of the nursery.
- The inspector spoke to the management team about the running of the nursery.
- The inspector viewed documents that support the safe running of the nursery, including suitability information relating to staff.
- The inspector carried out a joint observation of practice with the manager.

## Inspector

Naomi Brown

## Full report

### Information about the setting

Mount Carmel Early Care and Education Centre is run by an established provider, Bright Horizons. It opened in 2008 and operates from five group rooms and a baby unit in a single storey purpose-built building. It is situated in a residential area in Holloway in the London Borough of Islington. The nursery is open each weekday from 7.30am to 6.30pm all year round, apart from one week at Christmas. All children share access to two secure, enclosed outdoor play areas. There are currently 130 children on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local and wider area. The nursery employs 18 members of staff including the manager and the deputy manager. Of these, 14 hold a childcare qualification to at least level 3. The remaining staff are working towards a level 3 qualification. The nursery also employs a chef. The nursery is currently in receipt of early education funding for children aged three and four years.

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

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

- support all staff further to be consistently confident in their interactions with children, particularly those staff who are new in the room.

### Inspection judgements

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

Children make good progress across all areas of learning. Staff use effective teaching methods overall to support children's development in all areas. There are effective methods in place to gather information from parents when children first start. Staff use this information, as well as their own secure observations, to plan activities that support children's progress from the outset.

Children settle well as staff have a strong understanding of their individual needs. This means that children are eager and ready to learn. Staff set out activities that interest children and help them to explore and investigate. Children enjoy exploring different textures and colours. They play with sand and water, and enjoy pushing their hands into wet porridge and paint. Children have lots of opportunities to be creative as they paint, draw and build. Children proudly show off things they have made, for example, necklaces made of pasta. Older children focus well on tasks. For example, they concentrate for ten minutes at a time as they roll and shape dough, testing how much dough they can fit into various shaped containers. All children have good opportunities to speak and listen. Babies babble to their key person and each other and staff echo things that they say to promote their confidence in speaking. Older children readily approach visitors and ask them

questions. Staff support children to use words to describe things that have happened to them, for example, to describe experiences at home and fun things they have done. This means that children use conversations to share their feelings, thoughts and ideas.

However, while the vast majority of supervision and interaction in all rooms is strong, some newer and less experienced staff are not as confident to interact with children. This means that the quality of their teaching does not always promote children's learning as well as possible. For example, most staff speak to children often and with great enthusiasm, promoting their language and problem solving skills. A few newer staff do not speak as confidently to children which means that children do not gain as much from working with these staff. Generally, however, and most evidently in the pre-school room, staff work very well with children. Overall, staff ask lots of open and engaging questions that encourage children to find their own answers and express these through speech or gesture. While children practise their writing skills, staff encourage them to sound out the words they want to write, and then to form the letters freely. This supports children to develop their knowledge of letters and sounds, as well as to develop their pencil grip ready for school.

Children have plenty of time and opportunities to develop their physical skills indoors, and outdoors. Babies have comfortable spaces to roll and plenty of low furniture to enable them to pull themselves to standing as they practise their early walking skills. Staff stay close by to encourage sitting babies to move to crawling, putting objects just out of their reach to encourage their forward motion. All children enjoy outdoor play and they take part in lively exercise sessions in the garden. Children follow instructions as they change speed and direction and they enjoy the challenge of different ground levels. This supports children to learn to manage steps and to walk and run confidently on uneven ground.

The nursery staff use secure observation and assessment systems that enable them to track children's development across all areas. Staff make good use of the progress check for two year old children, as well as assessments at key points, such as when children move rooms, to identify children who are not progressing as expected. This means that staff can plan support for these children as soon as possible. Equally, staff identify those children who are exceeding expectations and add further challenge into activities to support their further development. This supports all children to make good progress from their starting points.

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

Children feel safe and secure in the nursery because staff meet their needs well. The staff team are mainly well-established. Where new staff are in place they have been through the thorough induction which means that they are aware of their role and responsibilities, especially with regards to promoting children's well-being. Children are close to their key-persons who have made good relationships with parents. This means that key persons know anything that is likely to affect children's mood and are able to have open and frank discussions with parents about children's needs. This supports strong continuity of care in children's learning and development between nursery and home.

Children all show that they are confident in the nursery. They move around rooms and between areas safely and eagerly and they have a good understanding of how to keep themselves safe. For example, children are encouraged to risk assess areas for themselves. They know that if there is water on the floor it needs to be cleaned up so that people will not slip. Also, children use photo books that they made with staff to explain the fire evacuation process. This means that children learn not to be frightened by the fire evacuation bell and they understand how leaving the building quickly helps to keep them and others safe.

Staff make lots of eye contact with children, especially babies, and give them gentle support when they first arrive. This means that children who are settling in are able to feel welcomed and secure. Staff tailor settling periods to meet children's individual needs. For example, where children learn English as an additional language, staff can extend the settling in period so that they can learn children's home words. This means that staff make sure that children can communicate well before they start full time.

There are good systems in place to support children's independence. Some rooms use a 'rolling snack' approach where children can choose when to eat their snack. Children are able to choose what they want to eat, bring this to the table and manage their own drinks. This means that children develop a positive attitude towards meals and snack time. They can choose to sit with their friends and eat well because they have chosen to eat at a time that suits them. This also means that snack time does not interrupt the flow of children's games. Children have free access to water throughout the nursery and enjoy a wide range of healthy foods at all mealtimes.

Children behave well throughout the nursery. Staff confidently support children to manage their own behaviour, intervening in minor disputes and explaining to children why they should be kind and caring to each other. Children are aware of the boundaries in the nursery. As they know what is expected of them, children manage their own behaviour well successfully. Staff are all fully aware of the behaviour policy in place at the nursery and speak to children kindly and with respect. They undergo regular training in the management of children's behaviour and as a result they are able to support children well through any challenging periods.

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

There is a strong management team at the nursery who have a clear understanding of the Statutory Framework for the Early Years Foundation Stage. As a result, all welfare requirements are met thoroughly and the manager is able to monitor and tackle areas of underperformance. The manager is knowledgeable about his role and responsibilities and has a clear vision for the future development of the nursery. For example, there are plans to develop a laboratory area to enable children to conduct experiments and investigations which they can leave set up to observe and develop over time. The manager has consulted children, staff and parents about the future development of the nursery and

where any weaknesses lie. This means that changes respond to the needs and views of those who use the nursery. Also the manager has a clear view of the strengths and weaknesses of the nursery. The manager is a good role model who has high expectations of himself and his staff team. He is able to use observations of staff, clear communication with staff about his expectations of their practice, and regular training to encourage them to improve their teaching skills. This means that standards in the nursery continue to improve and children are supervised well. The manager also has a good overview of the education programmes in the nursery. He and his deputy monitor teaching practice well and they also monitor ongoing assessments and tracking of children to ensure that these reflect children's achievements accurately. This means that staff are committed to the ongoing development of the nursery.

Staff are thoroughly aware of child protection matters. They can share signs and symptoms that would cause them to be concerned about a child. Staff are also able to explain the steps to take to record and report concerns. Staff are very clear about how to support children to feel safe in the nursery. For example, they involve children in risk assessment processes so children can learn how to protect themselves. Staff also use checklists and assessments of all minding areas to provide safe spaces for children to use to promote their safety and well-being. Clear procedures are followed in the event of an accident or injury to one of the children, ensuring their well-being and safety at all times.

Recruitment procedures are thorough to ensure that all staff have been suitably vetted before they start working at the nursery. This promotes children's ongoing safety well in the nursery. There are strong ongoing professional development opportunities for all staff, both in the nursery and in other opportunities offered across the parent company. This means that staff strengths are developed well and staff are keen to, and able to, develop their skills. Overall staffing levels are managed well in the nursery. Ratios are maintained and the manager is able to access a large pool of experienced and vetted staff to use in cases of staff sickness or holidays. However, some newer staff are less confident than the core staff team and this means that there are some variations in practice between the rooms. Overall though, teaching skills are strong and staff meet children's learning and care needs well.

The nursery staff work hard to promote strong relationships with parents and any other carers and these have been well developed. Children benefit from their key person's engagement with their parents. Key persons feed back to parents every day and handovers in the morning are secure to support children's emotional security. There are lots of opportunities for parents to engage in and support their children's learning. Parents share information about things their children have done at home. Staff work particularly well with parents of children who have special educational needs and/or disabilities and also those children who learn English as an additional language. This means that any gaps in children's progress are identified accurately and tackled well. Staff also work well with relevant outside agencies and professionals, as well as any other settings that children attend, in order to promote good continuity for all children. As a result, children make good progress across all areas in the nursery.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY373865
<b>Local authority</b>	Islington
<b>Inspection number</b>	943783
<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>	84
<b>Number of children on roll</b>	130
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	27/11/2008
<b>Telephone number</b>	02076 977 370

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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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