

The Factory Community Project and Childrens Centre

107 Matthias Road, London, N16 8NP

Inspection date	08/04/2014
Previous inspection date	14/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Requires Improvement
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 provide a resourceful and stimulating learning environment for children who show high levels of curiosity and imagination.
- Children demonstrate sensitivity towards one another and have strong self-assurance. Staff use positive methods, such as praise, to encourage good behaviour.
- The indoor and outdoor learning environments provide a range of motivating and stimulating child-initiated play and learning opportunities that engage children purposefully and help them make good progress.
- Staff benefit from regular training opportunities to up-date their learning and reflect on their practice.
- The well-qualified management team works hard to support the continuous professional development of its entire staff and continually evaluates practice to ensure they deliver the best possible outcomes for children.

It is not yet outstanding because

- Although staff understand how to support children whose home language is not English, effective strategies are not in place to enable staff to communicate with children when they first start to help them settle more easily.

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 spoke with the children centre head, the manager, the nominated person and staff at appropriate times throughout the day.
- The inspector conducted a joint observation with the manager.
- The inspector observed activities throughout the nursery in both the indoor and outdoors areas.
- The inspector looked at documentation, including children's records, learning and development information, self-evaluation information and a selection of policies and procedures.
- The inspector took account of the views of parents through discussion.

Inspector

Debbie Buckingham

Full report

Information about the setting

The Factory Nursery registered in 2005 and moved to new premises in 2008. The nursery is registered on the Early Years Register and run by The Factory Community Project and Youth Centre. It is a purpose-built nursery in the Newington Green area of Islington. There is an enclosed garden available for outdoor play. The nursery opens five days a week, 49 weeks of the year, from 8am to 6pm. There are currently 54 children in the early years age group on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. The nursery currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language. The nursery employs 14 staff plus two cooks. All staff hold appropriate early years qualifications. One employee holds Qualified Teacher Status and one employee holds an Early Years Professional Status. There is disabled access into the building and a lift is in place.

What the setting needs to do to improve further

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

- enhance settling in processes for children whose home language is not English by, for example, using simple words in their own language to help them communicate their needs.

Inspection judgements

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

Children are happy, settled and keen to explore their surroundings. Staff are motivated and have a good knowledge of the learning and development requirements as set out in the Statutory Framework for the Early Years Foundation Stage. The system for assessment and planning has been organised to create a 'profile book' for each child. Key persons ask parents to complete the initial section that requests information about children's starting points. Follow up meetings enable the key person to discuss with parents in more detail the child's interests, through completion of the 'key points to share' form that helps the settling in process. The staff are well-informed about the children in their care and plan activities according to their current interests and their next steps in learning. This helps children become motivated learners in fun play based activities.

Staff have attended 'Every Child is a Talker' training and use it to develop their practice. They use good questioning techniques that make children think about what they are doing. For example, one child wears a 'stethoscope' around their neck and says 'I know what this does; 'it listens.' To extend the child's knowledge the staff ask where they listen with the stethoscope and the child points to their chest and says 'here'. This type of

questioning helps children to make sense of their learning and supports their communication and language well.

Children enjoy looking at and talking about their own displays and they eagerly show samples of their work on the walls. Children proudly say 'that's me' when observing a photograph of themselves. Staff make photographic displays relating to each area of learning, so that children and parents can recognise the activities children have participated in. Children enjoy stories and choose books that interest them, turning pages and predicting what is happening. Children are beginning to understand about themselves and others as the staff have created individual books for each child with pictures of their families. This creates a great talking point and helps children to settle and talk about themselves and their families.

Staff interact very well with the babies as they sing and talk with them during their self-discovery play. They respond with smiles and gestures as babies begin to imitate sounds that support their language development. Reassurance is offered to tired and frustrated babies with calming and caring responses that help babies settle.

Staff provide plenty of resources for all children to enjoy creative exploration. They offer children opportunities to explore glue and textures and to make their own creations, allowing children time to think about their creation before talking through children's ideas. Children are helped to learn about the daily routine. For example, as staff prepare to take children out they talk to them about why they must put on their coats.

Staff help children understand the importance of respecting the environment as they encourage children to tidy away. Children eagerly put resources into their designated see-through trays that have been clearly labelled so children understand where things belong.

The room has posters and labels that help children understand that print carries meaning and this promote early reading skills. For example, each day children are encouraged to place their pictures on the registration board. These boards provide opportunities for children to read and talk about who is at the nursery each day.

Within each of the playrooms, resources are age appropriate and easily accessible to promote children's learning. The children are able to move freely in the play areas and make choices of what activities they want to participate in. Outdoor play is offered every day and children are safely accompanied to the outdoor areas where they can choose from a variety of games or apparatus that develop their coordination, balance and control. This enhances their ability to make independent choices and to use equipment safely.

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

Overall, the settling in procedures help children form secure attachments and feel safe and confident to explore their surroundings. Key persons know their children well and help them form positive relationships. However, although children's day-to-day care and well-being is good, those children whose home language is not English are not consistently

supported in settling in quickly. For example, staff do not always use simple words in their home language to help them communicate their needs, feel understood or fully develop their language skills. When children get ready to move to school, staff involve parents and children in their plans to support their successful transition. The staff exchange detailed information with teachers and parents through discussion and the children's profile books. This helps aid the continuity in readiness for the next stage in their learning.

Children are happy and have fun at the nursery. They know who approach if they need help or support. Staff work well together and show an awareness of each other and the daily routines. Children are well supported by staff in learning to take care of their environment and help tidy away toys after use. Staff use a list of rules to help children make sense of what is safe and what is not safe that helps children understand and behave well towards one another. Staff work closely with parents ensuring children are happy and settled. This reassuring, supportive approach helps to promote an inclusive atmosphere. Children are cared for in this well-organised setting and their confidence is fostered by warm affectionate staff. Staff are good role models, talking to children calmly, praising their achievements and building on their self-esteem. Staff use praise purposefully and explain why they praise children's achievement to reinforce what they are doing well. Children listen and respond positively when staff talk to them because staff listen and give them their full attention.

Children are developing good self-care skills as they pour their own drinks and serve their own food at meal times. Staff also encourage children to put on their own shoes and coats before they go outside. Children are encouraged to take turns and share toys during play, developing their social skills and friendships as they play together. Staff show a high regard for promoting children's good health and well-being through a broad variety of physical play activities. Children benefit from access to the outdoors every day so that they benefit from physical exercise. They use a wide range of equipment and wheeled toys to develop their physical control. Children know to wash their hands before eating and staff work closely with parents to support children in developing their toilet training routines. Babies' needs are met well, for example nappies are changed regularly by their key person and recorded in the daily diary that is shared with parents at collection time.

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

The inspection was brought forward following a notification received by Ofsted about an allegation against a member of staff. The notification means the provider met their legal responsibility as set out in the Early Years Foundation Stage welfare requirements to notify Ofsted of a significant event. The inspection found that the manager reported the incident immediately to the relevant authorities in line with its safeguarding policy and procedures. The management team undertook an investigation of the complaint at the request of the Local Authority Designated Officer and informed Ofsted as required. Management and staff have demonstrated a thorough knowledge and understanding of their roles and responsibilities with regard to child protection and the procedures to follow. . The management explained that all staff have revisited the safeguarding training and their

knowledge has been fully tested. Furthermore, behaviour training has been organised for all staff in order to ensure the staff are aware of different techniques that can be used to support good behaviour. The outcome of the investigation led by the management team was that the complaint was unfounded. The management team acted appropriately and in line with guidance in order to safeguard the children.

Children's safety is well protected. For example, comprehensive risk assessments records are maintained and these are supported by staff undertaking daily visual checks of resources and the environment. A range of safety measures add to children's well-being for example, safety gates prevent children's unsupervised access to the stairs and first floor and the emergency evacuation procedures are regularly practised. Any accidents involving children are promptly recorded and parents notified of the accident with the details of the care received. All records are stored securely in a locked cabinet that aids confidentiality. The nursery premises are secure and children are only released into the care of authorised individuals. Required adult to child ratios are exceeded and all adults working in the nursery are appropriately vetted and inducted to ensure they are suitable to work with children.

The manager's enthusiastic nature and professional manner is well supported by the heads of centre. She is consistently looking at ways to improve upon the services offered to children and their families. For example, the nursery maintains a high profile in the community and staff regularly meet with other professionals to share ideas and keep up-to-date with changes in legislation. Staff meetings are used to communicate and discuss important issues and review action plans for improvement. Regular supervision and training and monitoring of staff practice means that children receive a balanced educational programme that helps them make good progress. Parents' views are gathered through their involvement on the parent forum and verbal communication daily with staff.

Actions and recommendations have been tackled effectively since the last inspection and the self-evaluation is robust and accurately identifies the strengths and priorities for improvement. Improvements in safeguarding procedures have ensured that the relevant statutory agencies are notified without delay about any safeguarding allegations made against a member of staff. The management team hopes to expand the building to create a more welcoming entrance to the nursery. They also want to develop a growing programme outdoors in partnership with families, so they can grow their own fruit and vegetables for children to eat and cook with. Management plans to recruit more childcare staff to enable staff to have more non-contact time for completion of the profile books. This demonstrates a commitment to ongoing improvements.

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

Unique reference number	131684
Local authority	Islington
Inspection number	959629
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	54
Name of provider	The Factory Community Project And Children's Centr
Date of previous inspection	14/01/2014
Telephone number	020 7241 1520

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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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