

The Ark Day Care Nursery

Lea View House, Springfield, London, E5 9DX

Inspection date

27/03/2014

Previous inspection date

03/10/2012

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 requires improvement

- The staff are friendly and professional in their approach with children and parents.
- Children benefit from healthy nutritious meals and snacks.
- Management has begun to take steps to address self-evaluation to identify the setting's strengths and weaknesses.

It is not yet good because

- The key person system is not fully effective in ensuring each child is supported in all aspects of their learning and welfare. This includes monitoring children's development and carrying out relevant assessments.
- Staff do not use play materials appropriately to plan and teach a broad and varied range of learning experiences for children. Some of the outdoor areas are not safe to play on.
- Staff involvement with parents is not robust to keep them informed, to allow them to contribute, and allow for relevant information to be exchanged to inform forward planning.

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 the interaction between staff and children.
- The inspector observed children participate in the daily activities of the setting, and viewed what resources are available for children indoors and outdoors.
- The inspector met with a sample of parents and explored their views on the service on offer.
- The inspector spoke to staff and management to explore their understanding of the setting's policies and procedures and how these are implemented in practice.
- The inspector sampled children's records and documentation required to be kept.

Inspector

Shaheen Belai

Full report

Information about the setting

The Ark Day Care Nursery (Springfield) registered in 2011. The nursery is one of two settings operated by the provider, a private individual. The setting is situated within a community centre in Upper Clapton, within the London Borough Of Hackney. The setting has sole use of the premises it is registered for, on the ground floor. Children have access to three play rooms and associated facilities. There is an outdoor play area in the front and rear of the premises.

The setting operates Monday to Friday from 7.30am to 6.30pm, for 51 weeks of the year. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 23 children in the early years age range on roll, who attend both part-time and full-time sessions. The setting provides funded education for two, three and four-year-old children. The setting currently supports children with special educational needs and/or disabilities, and those with English as an additional language. The setting also offers an out-of-school service, which includes dropping-off and collecting school-aged children from the nearby Harrington Primary School.

The setting employs seven members of staff, including the manager. Of these, five staff members hold appropriate early years qualifications. There are currently five members of staff working towards gaining a recognised or a higher childcare qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure each child has an assigned key person who caters for their individual need, and to form a secure relationship with the child and parent
- ensure children are supported in their progress in all areas of learning by making systematic observations and assessments, and using these to plan relevant and motivating experiences for each child as an individual and with their parent
- ensure children are provided with a broad range of varied learning experiences, which is reflective of the age and development of each child.
- ensure that premises and equipment for the children's use are safe and suitable, this includes indoors and outdoors.

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

- extend the engagement of parents to allow them to be fully included, informed of progress and supported on a regular basis to promote their child's learning in the home.

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

The needs of the children are adequately met. Staff gather basic information about children's starting points but not all staff use this well enough to target their planning according to each child's stage of development. Children's progress in their learning journey is monitored through observations undertaken by staff. However, not all staff are fully competent in using observation information to ensure all children make consistently good progress through well planned activities. Some staff are trained in carrying out specific assessments, such as the required progress check for two year olds, and these meet requirements. The staff demonstrate an adequate understanding of the learning and development requirements but some planned activities are mundane and do not ensure all children make the progress of which they are capable.

All children are allocated a key person with the purpose of ensuring each child and parent develops a supportive and trusting relationship with the key person. However, not all parents are familiar with who their child's key person is, or the key person does not work in the child's room, and so this aim is not met. Nevertheless, children appear happy and settled, and play appropriately with the activities provided. Those staff who are more experienced create a cosy time with young toddlers, who collect around them to listen to

stories read to them. They enjoy the range of songs sung to them.

Staff promote language development well, as they talk to the children and introduce relevant vocabulary. This provides effective support for the high number of children who do not speak English when they start. Children with language delay are supported well, with key staff confidently using actions as a supplementary form of communication. Children enjoy the messy and creative play, helping staff to make play dough, creating hand prints, and exploring natural resources. Early counting in rhymes teaches children to learn numbers, and they are taught to stack grading rings and identify colours. Staff provide children with torches and some resources to pre-programme to teach them early technology skills.

Children learn about the world around them through different festivals and celebrations. For example, the toddlers made Mother's Day cards during the inspection. However, the activity was too adult-led and staff intervention did not allow the work to be a true reflection of children's individual skills. Children are encouraged with their early writing skills, with a range of activities and homework sheets provided for older children to practise early writing patterns. To extend children's learning at home with their parents, the setting has introduced a home library service. Outdoor play is part of the daily routine for specific periods, with access to a basic range of outdoor activities. This satisfactorily promotes children's physical development and healthy lifestyles. Overall, children are prepared satisfactorily for their move to school.

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

Staff get to know the children generally well and are committed to creating a home-to-home environment. Staff help children to learn to keep safe, with general reminders on how to play safely in the environment. Children learn about their own basic hygiene needs through routine practice and reminders. Toddlers become familiar with where to find tissues to clean their noses when dirty, or to remove their shoes when they play on the carpet. The children demonstrate independence in putting on their own coats and shoes, with guidance and support on offer from staff should they require. Children explore their play areas confidently, as there are plenty of adults to supervise them. Young toddlers settle for a sleep after lunch and older children can have a rest if required in the cosy areas created in the book area.

Staff interact appropriately with all children and are sensitive to children's care needs. For example, staff support children well who have special educational needs and/or disabilities. They identify the calming strategies which work best with children who become anxious or present negative behaviour. Staff's behaviour management strategies are appropriate according to children's age and level of understanding. For example, staff intervene and use distraction or simple explanation, which encourages children to respond to the guidance they receive.

Children receive a varied range of nutritious meals that meet their dietary requirements and enable them to understand foods that are good to eat. For example, children have a

selection of freshly produced meals for lunch and tea-time. They snack on fruit and have easy access to drinking water. Although staff do not themselves eat with the children, they sit with them and offer them good guidance on serving themselves and others, and ensure children with additional needs eat well. Children who bring in meals from home are included and they are also offered food provided by the setting. Children have opportunities to undertake daily outdoor activities, they go to the local shops to purchase items for their needs, go to the local park, visit the local soft play centre, and engage in cooking activities. These activities add to children's experiences and broaden their horizons in preparation for their move to school.

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

This inspection took place following information from the registered individual to Ofsted that a member of staff did not implement appropriate behaviour management strategies. As a result the management took prompt and appropriate action by investigating the incident. They followed their policies and procedures to ensure that all members of staff adhere to and implement the behaviour management policy appropriately. The inspection found that the staff's behaviour management strategies are appropriate, according to children's age and level of understanding. For example, staff intervene and use distraction or simple explanation, which encourages children to respond to the guidance they receive.

The management and staff have a satisfactory understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, the key person system is not fully effective in ensuring children's wellbeing and in promoting their learning and development. Staff carry out risk assessments daily and most risks to children are identified and removed. However, the matting laid out in the rear play area is unevenly laid. This poses a risk to the toddlers that play there and also limits their play with wheeled toys. The adult-to-child ratios are met well for all parts of the day, including when staff take breaks. All newly appointed staff and students undergo suitable vetting procedures and the movement of visitors is monitored. There is an adequate number of staff trained in first aid and food hygiene to support children's wellbeing. Children's records are maintained as required, as is documentation for safeguarding and welfare, including a complaints procedure. Management implement safeguarding procedures when the need arises to ensure children are cared for by staff only fit to do so.

Both the manager and registered individual offer regular supervision and appraisals to staff. They also monitor newly recruited staff's probation period. Management recognises the importance of staff training and the acquisition of higher qualifications to improve staff knowledge and to develop the service further in order to improve outcomes for children. Staff attend monthly team meetings with management to discuss matters relating to the operation of the setting, to allow for the sharing of information and to identify together the next actions to develop the service. The setting makes sound use of the support of the advisory teacher and advisor from the local authority on a regular basis. This all contributes to the self-evaluation process. However, although the setting has adequately addressed a previous action and recommendations raised at the last inspection, there

remain concerns about safety outdoors which poses a risk to children.

Partnerships with parents are appropriate to maintain communication. The setting has an informative notice board, provides parents with a handbook on starting, provides access to the full range of policies and procedures, and also sends out a newsletter each month. Staff give daily feedback to parents and also provide a daily diary record. There is very little formal process to actively encourage parents to share their views about the education their child receives, exchange plans on how to support future learning, and also how to address areas of on-going support still required. This is because opportunities for this are not arranged regularly. Parental feedback on the day of inspection was mainly positive. Many parents commented on the staff being friendly, the support for their child's language development, their children's growing confidence, and the homework given to learn writing patterns at home. However, many parents are unsure of their child's key person and about their role to be actively engaged with the key person to support their child's learning in the home in all areas of learning. This is because they receive little formal feedback of how their child is progressing from their starting point, and the progress being made in their learning journey in relation to the early learning goals. The manager demonstrates an understanding of the importance of working in partnership with external agencies. She does this regularly with professionals who are involved in the care of specific individual children. She takes a lead role to work with such professionals and maintains a link with the local school. This helps the process of supporting children to make the move to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that premises and equipment for the children's use are safe and suitable, this includes indoors and outdoors.
- ensure that premises and equipment for the children's use are safe and suitable, this includes indoors and outdoors.

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	EY437216
Local authority	Hackney
Inspection number	962155
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	23
Name of provider	Maxine Aboagye
Date of previous inspection	03/10/2012
Telephone number	02088097586

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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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