

CMA Nursery

26 Lampard Grove, London, N16 6XB

Inspection date	10/09/2014
Previous inspection date	16/01/2014

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are happy and well settled in their environment and enjoy comfortable and suitable relationships that they have formed with staff.
- The key-person system provides a better exchange of information to support children's individual needs due to staff's up-to-date knowledge of children's individual needs.
- The management have improved arrangements for the safeguarding children; security systems have been increased and staff show a secure knowledge and understanding of child protection procedures.

It is not yet good because

- The educational programmes do not provide children with high-quality learning experiences across the seven areas of learning to enable children to extend their play and learning.
- Staff do not provide children with sufficient opportunities to develop their levels of English.
- Teaching techniques among the staff team are variable. As a result, children's learning is not supported consistently.
- Group times are not organised effectively to support children's individual needs and enable them to participate fully.

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 observed children and staff in both the indoor and outdoor learning environments.
- The inspector held discussions with the manager, staff and the local authority advisory teachers.
- The inspector spoke to parents during the inspection.
- The inspector toured the nursery with the manager.
- The inspector invited the manager to take part in a joint observation

Inspector

Samantha Smith

Full report

Information about the setting

CMA Nursery is located in Stamford Hill, in the London Borough of Hackney. It registered in 2005 and is run by CMA Trust Ltd. The nursery is for boys only and operates from three classrooms. All staff and children speak Yiddish as their first language. The nursery serves the local Orthodox Jewish Community (who follow the Viznitz sect) and operates Monday, Tuesday, Wednesday, Thursday and Sunday from 8.45am until 3.15pm and on Friday from 8.45am until 12.30pm. The setting closes on Jewish holidays. The nursery is registered on the Early Years Register and there are currently 62 children on roll in the early years age group, aged from three to five years. The nursery employs 17 staff, of which 13 hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- ensure the educational programmes support children's all-round learning and development, for example, by providing a range of age-appropriate books and writing materials to develop their early literacy skills; and by extending the range of tools and resources to support children's understanding of technology and enhance their creative and imaginative skills
- increase opportunities for children to use and develop their levels of English
- provide appropriate support and training to enable all staff to develop consistency in their teaching to improve children's learning experiences.

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

- review the organisation of group activities to enable all children to fully participate, by making use of smaller group sessions.

Inspection judgements

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

The learning environment is adequately organised, providing children with some basic experiences in most areas of learning. There are opportunities for children to develop their understanding of mathematical concepts, as they count and learn numbers sequences, shapes and colours. They explore malleable materials through sand and foam play,

although, staff provide them with limited tools to support their play. Other areas lack further challenge to enable children to extend their learning or develop their play further. For example, the writing area offers basic provisions, such as paper, pencils and writing materials but these are not made easily available. Furthermore, staff do not encourage children to use writing in other areas of their play. Children have access to some creative resources such as scissors and glue but there are no additional materials freely available to enable children to extend their imagination and creative skills. The book area offers a limited range of books and is not attractively set out to encourage children to look at books independently or develop an interest in books. In addition, staff do not always plan the home corner well to encourage children to spend time or engage in role-play activities.

Since the last inspection, staff have been working to improve the quality of their teaching and to improve assessment systems. However, while there is some improvement, the quality of teaching is not consistently good to enable all children to make progress. For example, staff working in the afternoon, are confident in their roles and support children's learning appropriately. They plan worthwhile activities engaging in children's play, talking to them and using appropriate levels of questioning to challenge and increase children's thinking. However, the morning staff do not facilitate children's learning as well. For example, activities provided in the morning lack purpose and offer limited challenge for children in their learning. The management team have identified this and are working closely with the local authority to provide training to achieve consistency among the staff team. There has been some improvement in the quality of observations and staff are working more cohesively to ensure that observations and next steps are shared between them. In addition, assessment records are beginning to show that children are making some progress in their learning and achieving expected milestones for the ages.

Children and staff attending the nursery come from Jewish backgrounds and Yiddish is the main language spoken in the setting. Staff support children's communication and language as they engage them in conversations and discussion in their home languages. However, opportunities for children to develop their levels of English are limited.

Children are beginning to develop a healthy understanding of different cultures and backgrounds. They engage in various activities and enjoy visits to different places of interest and the nursery is beginning to develop its range of resources to support this further. In addition, there are suitable arrangements in place to support children with special educational needs and/or disabilities and staff are working closely with other professionals to ensure that appropriate support is in place to accommodate children's varying needs.

Staff involve parents in their children's learning by asking them to share information about their children from home. They invite them to look at their children's profile books and to attend progress reviews. Parents spoken to on the day inform that they are happy with the progress that their children are making and advise that they feel that they are fully involved and kept up-to-date on their children's learning.

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

Children are happy and content in their environment and demonstrate that they are comfortable in the relationships they have established with the staff and enjoy the interactions they share. Staff are appropriately deployed throughout the nursery. Qualified first aiders are positioned throughout the setting to enable them to be easily accessible in the event of an emergency. There is a suitable key person system in place. The nursery operates split shifts; the male staff work in the morning and female staff in the afternoon and children have two key persons. Since the last inspection; the setting has improved the communication systems between staff. They exchange information through the deputy manager and using a communication board in each room. This includes evaluations on planned activities and on children's individual achievements, which staff transfer to children's portfolios.

Overall, children are well behaved; they listen to and respond appropriately to staff. They are gaining some key skills for their future development. For example, at meal times, they make choices and serve themselves and they assist with sweeping the floor and wiping tables. Children play well together and display good levels of cooperation. For example, during group activities, they take turns, sit and listen to their peers as they share their experiences and contribute their ideas. However, the organisation of some group times means that children sit in large groups and spend long periods waiting their turn. Consequently, some children drift off and lose interest.

Staff promote children's health throughout the nursery. Snacks are suitably healthy and drinks are freely available throughout the session. Children's meals are generally reflective of their cultural backgrounds and information about children's dietary requirements are known by staff and shared with the outside catering company.

Children have regular opportunities to engage in physical activities, as outdoor play features as a regular part of their daily experiences. Outdoor activities provide basic experiences in some areas of learning; although, there continues to be a lack of challenge to support children's all-round development.

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

The manager demonstrates a positive attitude and commitment to addressing previous identified weaknesses. She has been working to improve the quality of children's experiences and to develop and maintain consistency among the staff team. While the inspection recognises that there has been some improvement, practice is not yet good and some requirements are not being met fully. Consequently, the progress that children are making in their learning is not yet good enough. Systems to identify children who have additional support are in place and the nursery work closely with parents and other professionals to support these children and plan for their individual development.

Arrangements for safeguarding children have been improved. The manager and staff have attended child protection training and demonstrate a sound understanding of the

procedures in place and their roles within this. Tightened security of the premises means that children are unable to leave the premises unsupervised and prevents unauthorised visitors gaining access to the nursery. The use of mobile phones is restricted within the nursery and staff have been made aware of the policy in place in regards to this.

There have been a number of other changes within the nursery and the manager is beginning to monitor practice more closely. This includes monitoring children's learning to identify whether they are making progress and by highlighting any gaps in learning. While action has been taken to improve the quality of the educational programmes, it is not sufficient to provide children with high-quality learning experiences. Systems to monitor staff practice and professional development have been improved. The manager is taking a more active role in the supervision and support for all staff. She has already identified training needs for some staff. In addition, the local authority has been working closely with the management team to support them in overcoming the weaknesses. This demonstrates a reasonable capacity to maintain continuous improvements over time.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY314096
Local authority	Hackney
Inspection number	1001943
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	69
Number of children on roll	62
Name of provider	C.M.A. Community Nursery Ltd
Date of previous inspection	16/01/2014
Telephone number	020 8806 0017

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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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