

Round Chapel Families Project (Nursery)

Round Chapel, Old School Rooms, Powerscroft Road, London E5 0PU



Inspection date	22 July 2019
Previous inspection date	15 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The dedicated manager evaluates the quality of her provision well. She takes account of, and acts on, the views of staff, parents and children to improve the outcomes for children. She sets challenging and realistic targets for improvement.
- Staff are extremely enthusiastic and determined to create an exciting and interesting environment for all children. Staff join in fully with the activities to extend children's learning. This helps to create a fun and respectful environment throughout.
- The quality of teaching and interactions between staff and children are highly positive. Staff have high expectations of children. They have a secure knowledge of children's next steps in learning, which they identify precisely through their high-quality assessment processes.
- Recent training in physical development has led to staff redeveloping the outdoor area. The outdoor space is extremely well thought out and children are given countless opportunities to develop their language and imaginative skills. Children demonstrate high levels of involvement when they are outside. They play together as part of a group, creating new games and sharing ideas.
- Staff provide children with interesting ways to develop their critical thinking skills. For example, when a toy breaks, staff use this as an opportunity to encourage children to consider how they could fix it. Children enjoy testing out ideas and working as a team.
- Children are given many opportunities to develop their literacy skills. They enjoy spending time at the mark-making area and creating cards and pictures to take home.
- Staff provide a wide range of well-structured activities for the children. However, at times, staff do not organise the day effectively to support children's learning and emotional well-being, for example at snack time and during the move from indoor to outdoor play.

What the setting needs to do to improve further

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

- review the organisation of routine activities to ensure children are positively engaged and that their emotional well-being is supported.

Inspection activities

- The inspector and manager conducted a joint observation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed documentation during the inspection, including staff suitability and qualifications and children's tracking documents.
- The inspector held discussions with staff and meetings with the manager.

Inspector

Laura Rathbone

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff understand what the different signs of abuse are and know the protocol they must follow should they have a concern about a child's welfare. The manager uses robust safer recruitment procedures and reviews these processes to check staff's ongoing suitability to work with children. The manager monitors staff performance extremely well. For example, she regularly observes staff practice and has supervisory meetings with them to discuss and create plans to enhance their in-depth knowledge further. Staff have many opportunities to regularly develop their professional development. For instance, recent training has led to staff feeling confident and passionate about delivering activities that promote physical development. Partnerships with parents are strong. Parents play an active role in the nursery and regularly participate in creative activities. Parents speak highly of the staff and the nurturing care and attention they provide for the children.

Quality of teaching, learning and assessment is good

The qualified and enthusiastic staff teach children well. Staff work together closely to create an environment that is inclusive for all children, adapting activities and resources where necessary. Staff extend children's language and vocabulary well. They ask questions and engage in meaningful conversations with the children. Staff use visual aids as a way of communicating with younger children and those who speak English as an additional language. This has contributed to all children being confident communicators. The manager monitors the quality of assessment and the progress that individual children and groups of children make. Staff then work closely together and use this information to plan activities that cater for the individual needs of the children. For example, children who enjoy sensory activities have opportunities to explore with cooked pasta and paint.

Personal development, behaviour and welfare are good

Children are happy and behave well. A strong key-person system means that children have developed strong attachments with the staff and they are secure and settled in their environment. Children have a wide range of opportunities to learn about themselves and others, and staff consistently embrace the different backgrounds of the children and their families. For instance, children are currently exploring a book about differences, which is part of their ongoing book of the week activity. Children's emotional well-being is generally successfully supported by the nurturing and caring staff, and children receive plenty of attention, affection and praise. Strong links are in place between staff, school teachers and other professionals to support older children as they prepare to move on to school.

Outcomes for children are good

Children make good progress and are well prepared for their next steps in learning, including school. They have strong imaginative skills. For example, in the outdoor mud kitchen, they busily make cakes for each other. Children demonstrate high levels of independence and show great pride in doing things for themselves. For instance, they help to prepare and cut the fruit for snack time.

Setting details

Unique reference number	144640
Local authority	Hackney
Inspection number	10063113
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	23
Number of children on roll	28
Name of registered person	Round Chapel Families Project Committee
Registered person unique reference number	RP519219
Date of previous inspection	15 June 2016
Telephone number	020-8533-7714

Round Chapel Families Project (Nursery) registered in 2000 and is located in the London Borough of Hackney. The provider is in receipt of funding for the provision of free early education for children aged three and four years. The provider employs five staff who work directly with the children, including the manager. They all hold appropriate qualifications at level 2 or 3. The nursery opens Monday to Thursday from 8.30am to 4.30pm, and on Friday from 8.30am to 1.30pm.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

