

St Michael's Day Nurseries Ltd (Clapton Park)

Inspection report for early years provision

Unique reference number	EY270205
Inspection date	28/04/2009
Inspector	Rosemary Coburn
Setting address	76 Blurton Road, London, E5 0NH
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

St Michael's Day Nursery registered in 2003. The nursery is situated within the Clapton Park area of the London borough of Hackney. The provision operates from the basement of St Jude church where they have the sole use of a large hall which is partitioned into two areas for the two to three year olds and the three to four year olds. There is a separate room for the babies. The group also have the use of an adjacent room which is used for sensory play and quiet times. Children have access to a secure outdoor area.

The nursery operates Monday to Fridays 07:30 - 18:00 for 51 weeks of the year. A maximum of 60 children may attend the nursery at any one time. There are currently 48 children on roll aged from six months to under five years, of these 25 receive funding for three and four year olds. There are no children with learning difficulties and/or disabilities, and there are 16 children for whom English is a second language. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting provides a warm, nurturing and stimulating environment where children's learning and development is supported by staff who make sure that there is time and space for children to develop their own interests. Staff work well together and their understanding of planning, observations and assessments supports children in enjoying their learning. Advice and support from external agencies supports the setting in self-evaluation for effective improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that positive images actively promotes diversity, challenges children's thinking and help them to embrace differences so that all children and families feel included, safe and valued.
- ensure that all staff are consistent in recording and evaluate what has been learnt about the children and plan for the next stage of their individual learning
- risk assess fire exits to ensure that doors can be easily opened at all times.

The leadership and management of the early years provision

Children are cared for in an enabling environment which provides them with activities and experiences where they can express their ideas and their feelings, develop their own interests and they are given opportunities to learn to do things by themselves. This supports the uniqueness of the child. There are good

opportunities for children to engage in planned, purposeful play and exploration both indoors and outdoors, with a suitable balance of adult led and child led activities that results in children being active learners. Children for whom English is an additional language have opportunities to read books in their home language. This helps children to achieve as much as they can in relation to their starting points and capabilities and promotes inclusive practice as all children are involved in the setting's daily routines and planned activities.

Effective partnerships with parents/carers and a number of professional bodies supports children's learning and development needs. The setting is being provided with advice from the Learning Trust. This supports the setting in self evaluation, striving towards continuous improvement, and developing a greater understanding of the Early Years Foundation Stages. For example, management are receiving support from external agencies to further develop the systems and arrangements for supporting children's learning and development. This means that the needs of all children are met as they are supported in making progress regardless of their background.

Safeguarding and promoting children's welfare is secure. Staff are trained and have a sound understanding of child protection issues. Staff know the procedures they should follow should they have concerns about a child's welfare. The manager is the named person. There is a health and safety officer in place and children benefit from regular safety checks and risk assessments being carried out. This means that potential hazards to children are minimised effectively. All relevant records, policies and procedures are in place and up to date. This promotes outcomes for children. Recruitment procedures are robust and promote equal opportunities. Adults looking after children have appropriate qualifications, training skills and knowledge to work with the children. There are suitable systems in place to identify and plan for staff development and qualifications. Staff have a good understanding of their roles and they are suitably deployed in order to support and encourage children as they play.

The quality and standards of the early years provision

Children are happy, settle quickly and play well together because staff create an environment which is warm and welcoming for children. Staff work well as a team and they are suitably deployed to support children in the early learning goals. Staff's knowledge and understanding of the Early Years Foundation Stage supports outcomes for children. For example, children talked happily with each other and with a member of staff while engaged in sand play activity. Children had access to a good range of resources to extend their learning which included rakes, measuring jugs, plastic moulds and funnels. The adult talked with children and used open ended questioning techniques to support children's learning. Children's behaviour is good and they talked and listened to each other and the member of staff, while taking turns and sharing the resources that were on hand. This means that children are provided with suitable experiences to extend their curiosity and challenge their thinking through exploration and play. There are good opportunities for children to engage in planned, purposeful play and exploration both indoor and outdoors, with a balance of adult led and child led activities that results in children

being active learners.

Children benefit from suitable systems which are in place to record children's starting points and capabilities. Staff observe and evaluate children's progress and plan for the next stages to support children's learning and development. However, staff are not consistent in their understanding of recording information accurately. For example, observations made by staff in the baby room to assess children's capabilities are not consistently recorded in chronological order. Consequently, planned activities and learning opportunities do not consistently include details of how individual children's needs will be supported to the next stage of their learning.

Children benefit from the setting's partnerships with parents/carers and external agencies and professional bodies. Key persons talk to parents to gain information that will aid planning for individual needs of children and extend opportunities for learning as for example, parents are encouraged to bring activities into their home. Additionally, the provision is currently working in partnership with speech and language therapist to assess all three year olds. This project is linked to the Communication, language and literacy assessment programme which is aimed at supporting the development of children's communication, language and literacy with emphasis being placed on the development of grammar and diction. This supports the uniqueness of the child and promotes inclusion.

Children are developing a good understanding of personal hygiene through suitable daily routines. For example, staff teach children to wash hands before eating, after playing outside and after messy play and toileting. Children are supported in eating healthily. Fresh drinking water is freely available as children can help themselves. Food is freshly cooked, nutritious and there are suitable systems in place to ensure that children's individual dietary needs are met. Mealtimes are an enjoyable experience and children are supported in developing independence skills as they help themselves to food and refreshments.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met