

The Hub Nursery

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

The Hub Nursery registered in 2005 and is one of eight nurseries which are privately owned by The Foundations for Learning Partnership Limited. The nursery is situated in Canning Town in the London Borough of Newham. Access to the building is at ground level and includes disabled access. Children have the use of two play rooms and a secure outdoor play area. The nursery is open from 8.00am until 6.00pm every weekday all year round, except for bank holidays.

The nursery is registered on the Early Years Register. A maximum of 33 children in the early years age group may attend the nursery at any one time. Currently there are 33 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are nine members of staff currently employed by the nursery. All members of staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a welcoming and safe environment for children where they enjoy opportunities for indoor and outdoor play activities. Staff promote children's welfare effectively and liaise closely with parents in order to cater for children's individual care needs. The management team are in the process of establishing systems of observational assessment in order to meet children's individual learning needs more effectively. They encourage reflection and evaluation amongst staff and this contributes to the capacity of the nursery to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that children's attendance records are up to date and maintained appropriately
- develop the curriculum planning in order to focus and extend children's learning through the provision of relevant learning opportunities
- review the use of resources, and deployment of staff, in order to create a more enabling learning environment for children
- ensure that systems are well organised so that children's individual needs are met at all times.

The effectiveness of leadership and management of the early years provision

The nursery has sound policies and procedures in place and the newly appointed manager is supported effectively by her colleagues in the management team. Staff

follow effective guidelines to ensure that all children are safeguarded whilst in their care. They know what to do if they have any concerns relating to child protection. The nursery's risk assessment procedures are detailed, and thorough, and promote children's safety while in the premises and also on outings. Staff carry out regular health and safety checks to ensure that any potential risks in the setting are minimised effectively. There is a qualified first aider on site at all times and children's medical and accident records are well maintained. However, staff are not always vigilant about maintaining children's attendance records so that there is a correct record of which children are in the premises at any one time.

The management team use a process of self-evaluation effectively to reflect on the strengths of the provision and highlight areas for further development. Since the previous inspection they have worked with staff to improve aspects of their practice and therefore the outcomes for all children. Staff have been supported in developing their knowledge and understanding of the Early Years Foundation Stage and in setting targets for their own professional development. They have opportunities to review and update their practice through discussion at regular staff meetings. The future plans for the nursery are both realistic and relevant to children's needs, for example, developing the system of observational assessment and planning, and exploring different ways to engage with parents.

Staff are aware of children's individual care needs and are attentive to their well-being, helping them to feel valued as individuals. The adult:child ratios are well maintained, enabling staff to offer individual attention to children if necessary. They offer a mix of adult-led and child-initiated learning opportunities and adopt a flexible approach allowing children to follow up their own interests. However, staff are not always organised efficiently so that they use the daily routine and resources effectively in providing an stimulating environment for children which caters for their individual learning needs. This impacts on children's ability to make individual choices and to gain self-confidence within a secure framework.

Staff work closely with parents and carers and operate an open door policy at the nursery. They provide information for new families about the practical aspects of the provision, and its policies and procedures. They request information about children's stages of development when starting nursery. Parents are invited to profile reviews during the year when they can discuss their children's progress towards the early learning goals with key workers. The manager is extending the use of notice boards to offer more information about the educational provision and to encourage parents to be involved in their children's learning. The nursery also works in partnership with other professionals to offer extra support for children with special educational needs.

The quality and standards of the early years provision and outcomes for children

Children are generally well settled and develop close relationships with others in their groups. They enjoy opportunities for free choice play and become happily engaged in their exploration. For example, babies investigate colourful toys and role play equipment as staff sit alongside them on the carpet. Older children

explore independently and in groups, for instance, washing dolls, chatting on telephones or constructing models. They like to explore creative materials as they paint pictures and make collages. There are many opportunities for children to join in outdoor play, increasing their physical skills as they dig sand and ride trikes. Staff engage children in conversation and encourage their thinking, for example, about sounds, shapes and numbers. However, staff do not make good use of the play sessions to provide an enabling environment which promotes child-led play effectively and encourages children to engage in a wide range of interesting learning experiences. As a result children are, at times, unsure what to do and become a little aimless.

Staff are at present developing their system of observational assessment in order to assess more effectively children's progress towards the early learning goals. They use photographs and noted observations to create attractive learning journeys for individual children so that children's next steps of learning can be identified. In this way they work towards moving children on in their learning, for example, by providing alternative resources to help children practise and extend their skills. Staff use large group times effectively to help children develop their communication skills through sharing books and singing action rhymes. They plan daily sessions for children to increase their knowledge of phonics, supporting them in gaining useful skills for early reading and writing. However, staff do not yet use their observations of individual children's learning to plan independent and small group learning experiences that are relevant to their individual learning needs. Consequently, children quickly lose interest at group times and do not benefit fully from opportunities for focused learning.

Children with special needs, or speaking English as an additional language, are well supported through close observation and individual assistance. Staff ensure that all children keep safe and healthy whilst in the setting. They talk with children about keeping themselves safe, especially on outings in the local area. Children are reminded of the rules when necessary so that they understand how to behave in a safe manner. They respond positively to staff's instructions, for example, lining up to wash their hands, and they are keen to help with tidying up as they join in the 'tidy up' song. Children are supported in sorting out any disputes amicably so that they learn to respect others. They find out about different cultures when they celebrate festivals, such as Chinese New Year. Children are encouraged to adopt healthy eating habits through the provision of healthy and nutritious meals. Staff have recently improved the range of foods on offer so that children are able to enjoy more healthy options, such as fruit and vegetables.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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