

Al-Falah The Sunflower Nursery

Inspection report for early years provision

Unique reference number	EY363296
Inspection date	16/01/2009
Inspector	Rufia Uddin
Setting address	57 Empress Avenue, Ilford, Essex, IG1 3DE
Telephone number	02085 546 556
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Al-Falah The Sunflower Nursery originally opened in 1997 and re-registered under new management in 2007. The nursery operates from four rooms in a converted house and there is a fully enclosed outside play area. A maximum of 40 children may attend at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. It is registered on the Early Years Register and there are currently 26 children on roll. Children attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities and support children who speak English as an additional language.

The nursery employs 10 members of staff, most hold appropriate early years qualifications. The setting receives support and advice from the Early Years Pedagogy Advisory Team (EYPAT). The setting is currently participating in Quality Improvement in Learning and Teaching.

Overall effectiveness of the early years provision

Children are happy, develop secure and trusting relationships and enjoy their learning in a safe, secure and exciting early years environment. The good knowledge of every child's individual needs and abilities ensures staff promote children's welfare and learning with success. They make good progress because staff recognise the uniqueness of every child, working effectively with parents and other agencies where required, to ensure appropriate support is provided. Ongoing evaluation and regular monitoring ensures areas for development are continually identified and acted on in relation to meeting children's and parents' needs.

What steps need to be taken to improve provision further?

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

- continue to provide more opportunities for parents to be informed about their child's next steps for development encouraging them to play a more active role in their child's learning at home.
- continue to make greater use of everyday opportunities to allow children to practise their skills, for example by encouraging children to label their own work to practise writing.

The leadership and management of the early years provision

Effective systems to recruit, appoint and induct new staff, and the implementation of procedures ensure all children are safeguarded from harm. The required documentation is in place to promote children's welfare. Staff are well deployed to ensure children's safety. All records and policies are in place and work well in practice. Regular risk assessments help staff to identify any areas of concern and staff are aware of any issues. Staff members understand their roles and

responsibilities and work well as a team to offer sufficient cover within the rooms. The registered person plays an active part in ensuring suitable adults are employed to provide care. Children's learning is promoted through good leadership and management of the nursery. This is the responsibility of the deputy manager who oversees the implementation of the Early Years Foundation Stage to ensure all children benefit from the activities and experiences provided. The nursery successfully promotes inclusion by welcoming all families, helping new children to settle quickly and offering additional support where appropriate. Staff work in partnership with other agencies to support children, particularly those with additional needs and for whom English is an additional language. Links between home and nursery are secure in relation to sharing information about children. Parents complete a profile of their children's starting points at the beginning of the Early Years Foundation Stage and sufficient information is included in the prospectus to ensure they are fully informed of how the nursery implements the curriculum. Activities to try at home could be suggested in order to involve parents more in children's learning. Regular parents' evenings and reports provide opportunities to discuss their children's progress.

Staff recognise their strengths and place priority on self-evaluation. They continually assess their training needs and update their skills and knowledge. All aspects of the provision are continually monitored to ensure children receive a good start to their individual learning.

The quality and standards of the early years provision

Children enjoy their time at the nursery, becoming confident learners. Their individual learning is well promoted by skilful staff who have a secure knowledge of children's individual strengths and next steps for development. Babies enjoy exploring a range of suitable toys and activities in a cosy, relaxed environment. They benefit from good levels of interaction and eye contact from staff and have regular opportunities to play with older children. Toddlers are happy and settled, engaging in a range of appropriate activities, such as sharing books, drawing with chalks and riding in cars around the garden. Pre-school children enjoy the challenges set by staff. Children are interested in counting and know their numbers. They recognise the properties of simple shapes and make patterns using beads and pegs. Sand and water is available during free playtimes to enable children to recognise volume and capacity while they play, and food that is good for them and that keeps them healthy. Their snack and tea times are organised to enable the children to self select and make choices about what they wish to eat. Lunch times are planned successfully to encourage older children to serve themselves. Cooked, nutritious meals reinforce the concept of healthy eating. Fresh water is accessible to the children throughout the day to prevent dehydration. Staff know the children very well and plan and provide opportunities and activities to meet each child's individual needs ensuring all children make good progress, in relation to their starting points and capabilities. These routines are used by staff to reinforce simple calculations, for example, working out how many more forks are required for the number of children eating lunch. Children's health is encouraged by the cleanliness of the environment and the many ways children are learning about keeping healthy and eating well. They enjoy chopping up and

eating fruit for snacks and cooking. There are opportunities for children to rest and relax according to their needs. Children's bedding is hygienically stored in individual bags labelled with the name of each child, enabling early name recognition. Children form close relationships with staff from an early age. They are secure in the knowledge that cuddles and comfort are always available. Staff are enthusiastic in their work, and this makes a fun and vibrant atmosphere throughout the nursery.

Children have opportunities to develop skills which will contribute to their future economic well-being. For example, children are developing information and communication technology skills as they use computers that are provided. Children's learning is further enhanced by regular visitors, such as a dentist and fireman, who talk about their work and help children to keep themselves safe. The outdoor play area is used effectively and indoor activities are taken outdoors and the children develop good spatial awareness and control their body movements whilst walking, running and negotiating obstacles. Children are learning to recognise letters and the sounds they make, and also to write. Children use their senses to explore and describe experiences such as feeling a range of textures and using a sensory table. They enjoy using glitter, glue and collage materials. Many children can write simple words with adult support. However, greater use could be made of opportunities to practise writing, for example children could be encouraged to label their own work instead of relying on staff. Written information displayed around the nursery encourages children's interest in reading.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.