

Hornsey Lane Estate Community Association

Inspection report for early years provision

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| Unique reference number | EY421775 |
| Inspection date | 23/04/2012 |
| Inspector | Catherine Greene |
| Setting address | Community Centre, Hornsey Lane Estate, LONDON, N19 3YJ |
| Telephone number | 02072725938 |
| Email | |
| Type of setting | Childcare - Non-Domestic |

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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*.

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.

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Description of the setting

Hornsey Lane Estate Community Centre is run by Hornsey Lane Community Association. The centre offers full day care and out of school provision. The centre is in Hornsey in the London Borough of Islington. It was originally registered in 1986 and was re-registered in 2011 when management of the provision was transferred to the newly formed community association. The centre is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery provision operates from a self-contained part of the community centre that includes an outdoor play space. The large hall in the centre is used by the out of school provision. The nursery takes children from 14 months to five years and operates between 8.30am and 5.30pm. The nursery is open for 50 weeks of the year. The nursery may care for a maximum of 20 children in the early years age range. There are currently 16 children on roll, and children are in receipt of funding for free nursery education. The out of school provision operates from 3.30pm to 6pm during term time and from 8.30am to 6pm as a holiday play scheme. The out of school provision is registered to take a maximum of 60 children with no more than 40 in the early years age range. There are currently 140 children on roll. All staff are qualified to level 3 and above in the nursery, and over half of staff in the out of school provision are qualified to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The centre provides an inclusive space where all children's differences are valued and respected. Areas of children's welfare, learning and development are promoted effectively. Partnerships with parents contribute significantly to the well-being of the children and the progress they make overall. Staff are committed to enhancing their existing good practice for the benefit of the children. Systems for self-evaluation are established in the nursery and are being developed in the out of school provision. Overall, good training opportunities are taken up to enhance outcomes for children and maintain continual improvement in staff's professional development.

What steps need to be taken to improve provision further?

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

- develop staff's knowledge, in the out of school provision, of the Early Years Foundation Stage by, for example, using training made available by the local authority and other sources
- develop the two-way flow of information with parents for example by giving

them more information on the activities their children participate in daily.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding, including a secure knowledge of the procedure to follow to report concerns. Staff carry out daily visual safety checks for the premises which, alongside clear written policies and procedures, support good practice. For the out of school provision this system promotes children's safety and welfare, including when on outings or on the journey back from local schools. The community centre has a written evacuation procedure. Evacuation drills are carried out with children to familiarise and reassure them in the event of a real emergency. Staff have first aid qualifications and written consents from parents are in place for all children. The centre has robust vetting procedures to make sure all adults working with children are suitable.

The centre is inclusive and promotes equality and diversity well through topics and during celebrations such as Easter and Passover. Staff believe in providing activities that are meaningful for the children by involving parents and asking for their expertise and participation. Everyone is made to feel welcome and the staff are excellent role models, so that everyone who uses the centre shows a high level of respect for others. Children show consideration towards each other, sharing the plentiful resources and showing each other consideration. They have a good range of resources available that help them become confident in making choices in their play and learning.

Each child has an allocated key person who greets parents when they collect their children at the end of sessions. At this time staff take the opportunity to exchange any news and areas of children's progress and development. However, some parents do not feel they are fully informed about the activities their child participates in daily. The setting has a number of policies and procedures relating to the nursery or out of school provision that are shared with parents and reviewed regularly. Good partnerships with staff at the local school mean that the two way flow of information is well established. This promotes continuity in children's care and learning and provides invaluable learning opportunities.

The staff team are enthusiastic and clearly enjoy their work with children. They are working hard to establish continuous improvement of the setting. The staff team make time to reflect on their work in order to review their current practice and are keen to share ideas in order to improve. They attend regular training, although staff in the out of school provision have not made use of this to fully consolidate their knowledge of the learning and development requirements. Self-evaluation is well established to make sure a robust and clear account is provided to inform future development. The local authority is instrumental in ensuring there is back-up and challenge through regular support of the community centre.

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

Children are warmly encouraged by staff to enjoy the activities provided. They comfortably explore the environment and available toys while being reassured by staff who stay close offering encouragement. Children enjoy a mixture of adult-led and child-initiated play, in an environment where good quality resources and books attract their interest.

Younger children display good levels of independence as they select items of their choice from labelled shelves and trays. Staff are on hand to sit with the children to help develop learning. Children's progress in the nursery is shared exceptionally well with parents, based on photographs and written observations that are evaluated by staff. Parents work very closely in partnership and always keep key persons informed of any specific requirements for their child. Parents are keen to be involved in their children's learning and are able to record development areas in the home and nursery diaries. In the out of school provision children's progress is tracked and information is shared with parents and other practitioners. This enables staff to complement the education children receive at school, although they have not fully consolidated their knowledge of the learning and development requirements.

Throughout the centre staff engage children in conversations encouraging them to talk about their own experiences. This supports children's language skills, as they gain new words and develop high self-esteem. Good opportunities to support children's problem solving and early counting skills regularly happen through various activities and good quality resources. Children build with and count the pieces of blocks, complete puzzles and fill and empty containers in the sand whilst counting the shapes. Children enjoy making pretend birthday cakes in the sand as they discuss how they make cakes at home and at nursery and get staff to blow out the candles.

Children are active and develop their physical skills as they practise balancing and climbing on the climbing frame. They enjoy playing ball games and manoeuvring bikes around the garden. Children learn good skills for the future through fun and interesting activities. They are confident and keen to take part in role play. They spend lots of time in the home corner immersed in imaginary play and thoroughly enjoy dressing up with a range of dressing-up clothes. They problem solve by sorting and matching colours and objects. Displays show that children are involved in a lot of creative activity. They express themselves as they recreate the many celebrations they have been involved in through interesting topic work.

Children take part in fun activities to support them in learning how to keep themselves safe. In the out of school session older children make an exceptionally good contribution to the community through participation in the 'safer neighbourhoods' scheme. They are really absorbed as they work together to deliver their production which they have written and produced. Children work really well together in mixed-age groups showing high levels of cooperation. They are very proud of their creative projects such as the playhouse made entirely from

recycled materials and the many art creations displayed in the hall.

The nursery's most recent topic has been about healthy eating. This has been used to raise awareness for everyone about the many benefits of nutritional food. There is always fresh fruit available daily both in the nursery and out of school club and the children enjoy making their own pitta bread with meat, cheese and salad which they are all willing to try. All children are learning about good hygiene procedures as they follow routine hand washing, prior to eating and when they arrive from school.

Children behave very well and demonstrate increasing independence as they choose toys and listen to stories with an attentive member of staff. They explore a range of books, enjoy familiar stories and sit in the circle cooperating perfectly as they take turns and choose the next story. Staff are quick to praise children's efforts and achievements and make sure they experience plenty of interesting activities.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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