

Old Church Nursery Pre-School

Inspection report for early years provision

Unique reference number EY435183
Inspection date 16/07/2012
Inspector Caroline Preston

Setting address Old Church Nursery School, Walter Terrace, LONDON, E1
0RJ
Telephone number 02077902824
Email head@oldchurch.towerhamlets.sch.uk
Type of setting Childcare - Non-Domestic

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Old Church Nursery Pre-School registered in 2011. It is located in Old Church Nursery in the London Borough of Tower Hamlets. The premises consist of a three playrooms and separate bathroom. The pre-school is open each weekday from 9am to 12pm for 39 weeks of the year. The pre-school is registered on the Early Years Register. A maximum of 24 children from two years to the end of the early years age group may attend the setting at any one time. There are currently 20 children aged from two to under five on roll. There are five members of staff, all of whom hold early years qualifications to at least level 2. The nursery provides funded early years education for two-, three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met and they make significant progress in their learning and development. Awe inspiring activities and resources effectively motivate children and the learning environment is very well organised, overall. Robust safeguarding procedures support children's well-being. Excellent partnerships with parents help young children to settle and enjoy their play and learning. Staff and management show an exceptional commitment to improving outcomes for children. Their capacity to maintain continuous improvement is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- overcoming problems in accessing and using the outdoor environment in all weathers.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded because staff have a comprehensive knowledge of safeguarding and all receive regular training in this area. Risk assessments are detailed and carried out thoroughly, removing any potential hazards to children. All relevant documents are in place for the smooth running of the setting. Children make excellent progress in relation to their starting points due to the excellent range of resources. The environment is very well planned to meet young children's needs. Resources are of a high quality and children move freely between indoors and the outdoor area, although there is no covered play space in the garden, to shelter children in all weathers.

The setting is highly committed to working in partnership with others and takes a lead role in establishing exceptional working relationships with those who are also involved in the children's development. This means young children's welfare and education is successfully promoted. All staff place the promotion of equality of opportunity at the heart of all of their work and their aspirations are understood and acted upon consistently at all levels. Staff have an extensive knowledge of each child's background and resources positively reflect diversity. Children learn about and celebrate their own and a range of different festivals.

The setting has highly positive relationships with all groups of parents and carers. Parents are fully involved with their child's learning; information is shared and agreed on at all times. The setting provides tailored guidance about precise ways parents can support their children's learning across different areas. Self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the setting does well and what it needs to improve. The setting is specifically aimed at working with two-year olds and staff continually reflect on what is working and ways to improve. Morale is very high and a strong belief in the setting's success runs through all levels of staff. They have high expectations and set high standards which are embedded through on-going training.

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

The high quality adult interaction and the exemplary organisation of routines help very young children to gain an exceptionally strong sense of security. Children behave well and happily share play resources. They wait and take turns; they learn to play safely by listening to staff and the clear explanations they give them. All children show an exceptional understanding of the importance of following good personal hygiene routines. All children are aged two years in the setting and have already grasped knowledge of healthy eating. They have been introduced to many different fruits and enjoy daily fresh air and exercise. Young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Children work extremely well independently using their own initiative and develop excellent skills in working alongside their peers. Children develop skills for the future as they play with a broad range of programmable toys.

Staff show excellent knowledge and understanding of how children learn and develop. Extensive observations and assessments show how children have developed since starting. Staff plan very well around all the different areas of learning. Unlimited opportunities for play are planned both inside and outside by staff. Young children develop confidence in their own abilities; they easily adapt to routines and build strong relationships with each other and staff. Children set themselves challenges as they throw the ball into the basketball net. Children show pride in their own achievements when completing art work. They show enthusiasm for the things they like, such as role play and dressing up. Children show examples of independence as they clear away their own cups and plates at snack time.

Children begin to understand simple sentences; most children speak more than one language. They enjoy learning new words from books and conversations with staff and through play. Staff understand non-verbal communication and use gesture, objects and other visual cues to support two-way understanding. Children develop early writing skills, they make marks in the sand, or with crayons and pens. Many different languages are displayed around the room, both in English and children's home language demonstrating that cultural diversity is respected and valued.

Children learn early numeracy through number songs and games and during play. Children investigate construction toys as they build and make shapes. They enjoy exploring outside in the garden, and learn about living things when the farm visits the setting. Children enjoy physical play, they move between inside and outside all session, making choices about their play. Children use paints and mix and experiment with colours and use their imagination to create expressive works of art.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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

