

Ann Tayler Childrens Centre Nursery

1-13 Triangle Road, LONDON, E8 3RP

Inspection date

Previous inspection date

25/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff provide a highly stimulating and inclusive learning environment for children who show high levels of independence, curiosity and imagination. Children demonstrate extremely positive behaviour and strong self-assurance.
- Children receive excellent professional support, which helps them to achieve outstanding progress in their learning and development. The successful implementation of the key person system has a huge impact on the strength of relationships built.
- Children's welfare is promoted through highly effective safeguarding procedures. Staff are deployed extremely well across the provision ensuring that high ratios are consistently maintained.
- The staff have established very good partnerships with children's parents and outside professionals, to support a continuous approach towards care and learning.
- The senior leadership and staff team demonstrate high aspirations for maintaining continual improvement. They implement robust monitoring activities to tackle key priorities, secure consistency and continually strive towards improving outcomes for children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments; this included a joint observation with the senior teacher.
- The inspector observed children's play and staff interaction.
- The inspector looked at children's assessment records, planning, evidence of the suitability of adults, the self-evaluation form and a range of other documentation.
- The inspector held discussions with the head of centre, staff and children.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Catherine Greene

Full Report

Information about the setting

The Ann Tayler Children's Centre re-registered in 2012. It operates from a purpose-built building in London Fields in the London Borough of Hackney. Opening times are 8am until 6.00pm throughout the year. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery currently supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. All children share access to a secure enclosed outdoor play area. There are currently 88 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four and children claiming the two year old funding. The nursery employs 25 members of staff who all hold early years qualifications at level 3. This includes two qualified teachers, one staff member with an MA in International Childhood Studies and two staff members with Early Years Practitioner status. Three staff members are currently working towards a BA in Early Childhood Studies.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- further support children who speak English as an additional language to see visual references to their home language and incorporate this within their play and learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children flourish in this stimulating and well equipped nursery. The staff have a comprehensive understanding of how to support and extend children's own learning and development and demonstrate an excellent understanding of the Early Years Foundation Stage. Teachers and staff work closely together with parents sharing expertise and developing aspects of the provision. They share ideas, try them out and evaluate their impact. This joined up working gives everyone a deep understanding of the importance of the learning environment and its impact on children's well-being, learning and development.

Children's early investigative and curiosity skills are promoted through the use of a wide range of resources, including treasure baskets for the younger babies and activities which encourage older children to problem-solve, learn and discover for themselves. Babies and toddlers are totally immersed as they explore the different textures including shells,

chains, shiny discs and keys. Children show their delight as they respond to verbal and non-verbal communication from staff. The staff are skilled at supporting this extremely valuable play because they are extremely knowledgeable about the learning intentions of this type of activity. The staff confidently support the children without interrupting their concentration. The children, as a result, get to explore for as long as they remain interested in a both calming and active session. Early introduction to media, such as rice and lentils, provide opportunities for children to compare more textures and practise picking up tiny objects. Staff follow children's lead in conversation; they play alongside them, introducing new language and skills. They encourage the children to explore the different textures of sand and lentils, giving confidence to the children to talk about how it feels on their hands and express their own ideas and imagination. They model new words and encourage children to copy and think about their responses. Children talk to each other and the staff as they mix the ingredients for the play dough. They talk about shape and size and make comparisons using measuring jugs and cutters as they expertly shape and roll out pieces of dough. Their early understanding of print is promoted as they use a recipe sheet to follow and recall what ingredients they need to make the perfect mixture.

Staff demonstrate a strong understanding of the importance of communication to children's learning and development'. They are skilled at developing all children's ability to communicate and work with children to build their confidence in communication during every activity. During the more focused approach of the language group, children develop their communication skills repeating vocabulary introduced by staff in words and games. Their understanding is reinforced using visual symbols that children are confident at recognising. In addition, children develop their listening and social skills as they take turns with their friends and remember accurately which object is missing underneath the cloth. They do this while they celebrate each others' successes. There are excellent arrangements to ensure children with English as an additional language are supported. For example, staff and parents have trained together in using sign language and staff regularly use key words in children's additional languages to communicate. This joined up learning strategy has been planned so that children can really benefit from being able to use this valuable skill at nursery and at home with knowledgeable staff and parents. All resources are presented at low level in designated areas and labelled using words and photographs. However, opportunities for children to see their home languages displayed in the setting and to integrate this into play are not so well developed.

Staff ensure that all areas of learning are planned for equally well in both the indoor and outdoor environment. Staff are committed to providing active outdoor play in all weathers. Children develop their agility as they learn to run, climb and negotiate over a range of surfaces. They learn to manoeuvre around the circuit and appreciate the freedom to run and jump and sing really loud as they bang drums.

Staff are well prepared and enthusiastic, while children take responsibility for their own comfort and safety. They run back to get their hats and proudly show their wellington boots to visitors explaining excitedly 'we are going to dig for worms'. Children are completely absorbed in digging in the mud pit, looking for worms. A member of staff expertly extends their play, watching and listening to the children to find out what interests them and asking questions which require children to respond in different ways.. Children enthusiastically get more shovels and dig with precision to repair the worm's

home for him to 'slide and wiggle' back into. Children use buckets on large scales to work out measure and compare weights. Spontaneous requests to make dens are fully supported by staff who quickly provide the resources children need. Effective questions posed by staff stimulate children to think and find solutions to problems. For example, children ask if they can have their musical instruments outdoors. Staff ask, 'what do we need to do so that we can sit and play the drums comfortably?' The children all know that it is a 'blanket to sit on'. They happily run indoors to get the instruments and set up the drumming area.

Photographic displays show children engaged in outdoor challenges so that parents and visitors can see the learning that is taking place daily. Children are familiar with everyday routines and they know how to take care of the garden. They remind each other to water the vegetables they are growing in the vegetable patch. Staff clearly help children to develop their creative and mathematical skills in the outdoors, showing interest in the children's paintings and praising a child who is motivated to explore and write numbers as part of his painting.

Children develop a very good awareness and understanding of the world around them through discussions and activities about other cultures and beliefs. Children use a range of multicultural resources, celebrate festivals from around the world and parents are actively encouraged to share their experiences with the children. This effective input helps children to learn about the similarities and differences between themselves and others.

Children's individual learning needs and ideas are successfully supported within the daily plans. This is because arrangements for observation and assessment are purposeful and precise. Staff observe what the children are doing so that they have direct messages about children's interests, what they know already and what they need next. Parents are encouraged to contribute to their children's baseline assessment with their key person. Continued, sharply-focussed observations ensure accurate planning for each child's next steps in learning. Parents receive a settling-in report once the child has attended for six weeks. Observations and continued communication with parents contribute to the required profile check for two-year-olds. This, along with termly summaries, ensures any gaps in learning are identified and if any child may need additional support.

The contribution of the early years provision to the well-being of children

Children settle particularly well because staff are familiar to them and have an exceptional knowledge of their individual likes, needs and routines. Babies develop secure attachments, seeking and receiving reassurance from staff as they move around the room. Key persons support children exceptionally well to feel emotionally secure and develop high levels of self-esteem. Provision for children's welfare is made an absolute priority by all staff. The focus on children's personal, social and emotional well being is outstanding. Children play together and cooperate exceptionally well; their overall contribution is very good. Older children are encouraged to contribute by clearing up after lunch and activities. Children bake and help prepare snacks and serve them to their friends. Staff are skilful in the way in which they use adult-led and child-initiated activities to question and challenge

children's thinking. Interaction between staff and every child is extremely strong and this is particularly so in relation to the youngest of babies who are so secure. Children are extremely well prepared for their next stages in learning. Staff are consistent in how they support children's good emotional health and well being. Activities that encourage children's social skills are planned for very effectively and the good ratio of staff to children helps them to progress in this area exceptionally well.

Children are offered freshly cooked healthy snacks and lunches that they really enjoy. They become increasingly aware of the value of healthy food and exercise because staff talk to them and explain why it is important to try some of the vegetables for those who are reluctant. Children grow and eat their own vegetables including a harvest of potatoes last year that were really enjoyed. Children wash their hands independently and know to throw tissues they have used in the bin. Older children understand that wearing hats and gloves in the very cold weather will protect them and mean they can still get out and play in the garden which, they are thrilled about.

Babies and toddlers have excellent space and a designated sleeping area so that children who do not sleep can continue to play uninterrupted. Accommodation for older children has been well maintained and very good quality resources are used well across the nursery. All children particularly enjoy the extensive and very well equipped outdoor play areas. The outdoor play areas are being further enhanced by the addition of a permanent covered area so that children can get out in all weathers. Climbing equipment can be used safely because staff are assured about their risk assessments; they are focused and support children with high levels of confidence. Staff role model safe practice and explain to children why this is important. This helps children to develop a good awareness of keeping themselves and others safe. The staff interact very well with children and provide very good role models. Children behave exceptionally well. This is because the staff use consistent strategies, such as clear boundaries and explanations. Children become used to a variety of adults because the setting welcomes students and visitors. Children's views are routinely taken into account in relation to which activities to offer and this is a major element in the way in which children benefit from the nursery activities. They are clearly well prepared for the transition to the reception classes when they start school.

The effectiveness of the leadership and management of the early years provision

The nursery has recently undergone a change in organisation which has been positively accepted and presented so that staff are confident about their roles and the structure of the nursery. These changes have strengthened the already very good existing organisation by providing some new structure with additional support for the head of centre and senior leadership team. The nursery has an excellent record of self-review and evaluation including the recent completion of a full self-evaluation. The reflective approach of leaders and staff contribute well to their accurate understanding of the nursery's performance. The senior leadership team follow very well developed procedures for recruiting, training and monitoring staff. Staff are all appropriately qualified for their roles and fully engaged in their continuous professional development

Partnership with parents is excellent with individual parents expressing high levels of satisfaction with the nursery and all staff. Parents' views are canvassed on a regular basis. They are invited to attend training and advisory board meetings with staff. This is so they can continue to play an active part in the already first-rate partnership between home and nursery. Parent support meetings are held regularly and they also value the opportunity for informal feedback on children's progress. One parent commented 'the level of support we receive here is absolutely fantastic'. Each child has a member of staff as key person to look after their care. This system is working effectively and is highly valued by staff and parents. The setting is highly inclusive and staff have a very wide ranging experience of caring for children with special educational needs and/or disabilities, taking equally great delight in these children's achievements and progress.

All safeguarding procedures are fully in place and registers, accident records and risk assessments are managed well. Arrangements ensure that relevant information is promptly shared with parents. Child protection training gives all staff a thorough understanding of procedures. Staff receive training to ensure that they are well equipped to respond appropriately to children's needs if they have any concerns or an accident should occur. Managers and senior staff make it a priority to create a team that has a shared and positive approach to running a safe and well managed nursery. All staff take responsibility for risk management. Staff provide sensitive support to new and temporary staff who are not so familiar with the nurseries policies and procedures. Recruitment and vetting procedures ensure all adults on the premises are suitable to work with children. All staff take responsibility for designated areas but they also know about each others' roles and can step in for each other so that children remain the priority. This means children are able to maintain an activity and are fully able to sustain their concentration. Staff communicate very well with each other confidently remind colleagues when further support is required for assessing risks or planning the environment.

The Head of Centre gives priority to recruiting support staff with considerable expertise in areas such as gardening and creativity. This is fundamental in releasing qualified staff for other learning focused activity. The setting has an excellent record of improvement and demonstrates a first-rate capacity for further improvement. A full induction programme for new staff and students on placement helps to ensure everyone is aware of their individual roles and responsibilities. Manager's have robust systems in place to monitor staff's knowledge of procedures and how they support children's learning and development and safeguarding and welfare. The head of centre has a strong commitment to carry out staff appraisals in order to develop staff and evaluate performance. As a result, this time is used well to support staff and consider their suggestions for performance development. Staff are supported to attend training with the local authority and achievements are highly acknowledged.

The nursery jointly shares a building with the children's centre. There are well-established links with the local authority and an established partnership with the children's centre families. This enables staff to further support the children and adults that make up this community. Staff work extremely closely with other professionals to support children when the need arises. Excellent relationships with the children's centre have helped the nursery develop firm links with other agencies. Staff's key role on the advisory board has

reinforced their support. This enables staff to signpost children and parents from the nursery who can benefit from the outstanding provision provided at the children's centre.

The nursery is used as an example of excellence for other early years provision in the borough. Tributes from parents are presented on a display board as a permanent reminder of the high regard in which they hold all staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY450428
Local authority	Hackney
Inspection number	884288
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	130
Number of children on roll	88
Name of provider	London Borough of Hackney
Date of previous inspection	not applicable
Telephone number	0207 2756024

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.

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