



## Summary of e-Quality Counts Assessment

Name of Setting	Auden Place Community Nursery			
e-QC Number	eQC10366			
Address	1 Auden Place Manley Street London NW1 8NA			
Date of Assessment:	24 March 2015			
	Level Achieved for Each Section			
e-Quality Counts Section	Not Met	Level One	Level Two	Level Three
1: Management				
2: Staff				✓
3: Observation & Reflection to Inform Practice			✓	
4: Care, Learning & Development				✓
5: Environment				✓
6: Visits & Visitors				✓
7: Equality & Inclusion				✓
8: Safeguarding Children				✓
9: Partnerships with Parents/Carers				✓
10: Nutrition, Serving Food & Oral Health - Full				✓
11: Health & Safety				✓
12: Babies				✓
13: School Drop off & Collection Service				✓
14: Out of School Care	Not currently provided at the setting			
15: Students				✓
Overall e-Quality Counts Level Achieved	Level 3			
Date	5 May 2015			

### KEY

Level Achieved	Accreditation Status
Level 1	Indicates a setting achieving a level of quality above the national standards
Level 2	Indicates a setting achieving a high level of quality
<b>Level 3 (Highest)</b>	<b>Indicates a setting with exemplary practice</b>

## **Assessment Feedback**

Assessor's comments to include areas of strength and areas to be developed within each section

### **AWARD e-QUALITY COUNTS AT LEVEL 3**

#### **Section 1 – Management**

The nursery has an established management team who work with a management committee to determine the direction of the setting and ensure that when possible improvements are identified, action is taken. The nursery makes effective use of business, budgetary and operational planning and is well resourced with staff, equipment and materials to deliver quality care and education.

Staff are fully aware of their roles and responsibilities and a strong team ethos is evident. Staff training and development is a key feature of the setting and staff are encouraged to take on additional roles as part of their professional development.

The effective service the nursery provides is also underpinned by engaging and liaising with a range of agencies.

The nursery works very hard to develop and maintain an effective partnership with its parents through a wide range of systems.

#### **Section 2 – Staff**

Comprehensive recruitment and induction policies are implemented. Staff are fully informed of all policies and procedures and can contribute ideas for discussion. There is a well organised appraisal system in place for all staff including management.

Regular room and whole staff meetings facilitate excellent communication and a team ethos. Over 75 % of staff are qualified at level 3, with a significant proportion at level 5 or above. There is an EYP in post.

There is a commitment to support the development of staff through appropriate training. Team building is promoted through a range of strategies and there is appropriate recognition of staff effort and input.

#### **Section 3 – Observation & Reflection to Inform Practice**

There is a comprehensive approach to observations on staff and students as part of ongoing staff development, which includes video recording of peer observations.

The systems in place for observation, planning, evaluation and next steps based on children's interests are a strong feature of the setting. Involvement scales are used to contribute to assessment of children.

Observations, including ITERS and ECERS, are carried out on how the provision is used in order to assess the resources and areas the children are using and drive quality.

#### **Section 4 – Care, Learning & Development**

Senior staff guide and support and delivery of the Early Years Foundation Stage. A key person is assigned to each child and this person observes and gathers information which informs planning. Positive and strong relationships were clearly evident between children and adults with staff clearly aware of when to support and when to facilitate independence of action and thought. Staff also work well in partnership with parents to support the children's development and well-being.

The setting is very well resourced and offers a welcoming, stimulating and warm environment which facilitates exploration and curiosity. There is a strong ethos of creativity and opportunities for sustained shared thinking. Sensory play is a key feature across the age ranges and was observed in all the rooms. There are opportunities for children to engage in large and small groups as well as individually with a wide range of activities from the continuous provision. There is clearly a balance of adult led and child initiated activities both indoors and outdoors. Children are happy and confident and keen to talk and share their experiences.

The sense of community comes through strongly in activities, such as an ongoing time capsule project which involves events that welcome children and families who previously attended.

#### **Section 5 – Environment**

The premises are safe and secure. CCTV is in use. The entrance is welcoming although there are limitations due to the largely residential nature of the building. All rooms have open room layouts planned to provide different areas of learning and relaxation, such as the 'Imagination room' which has soft furnishings, murals and drapes to create an area for role play or storytelling. Storage and equipment is easily accessible to children. The décor in the main rooms is attractive and neutral, based on sound research into environments for children.

Effective use is made of the outdoor space available, both for planned and unplanned activities. Although the children have no access to real grass and growing plants in these spaces, frequent outings to the park, zoo and a forest schools facility overcome this limitation.

Thorough risk assessment procedures ensure that all areas are monitored and checked. Children's work is valued and displayed. There is a mix of low level and higher level displays and environmental print is used, including print in children's home languages. Older children also have the facility to display their own work.

#### **Section 6 – Visits & Visitors**

Children of all ages have the opportunity to go out of the setting on frequent outings into the local community. The nursery has passes for nearby London Zoo and also makes use of other venues such as theatre, museums and classical music concerts. To widen the children's experiences visitors are invited into the setting, including music, football and drama teachers.

There are appropriate policies and procedures in place to ensure the safety of children during outings and on occasions when visitors come into the setting.

## **Section 7 – Equality & Inclusion**

The setting's Special Educational Needs Co-ordinator is an experienced early years practitioner and is supported by a knowledgeable colleague. The nursery promotes the provision of equal opportunities for all including those children with special needs or a disability. Areas are monitored to ensure that children can access all opportunities regardless of gender, disability, race or whether English is their first language. Staff receive on-going support and encouragement in the use of Makaton.

The SENCO and many staff members have received training in supporting children with different needs including children on the autistic spectrum and children with speech and language delay. Through discussion with the SENCO and other practitioners it is evident that practice reflects policy and there is comprehensive awareness of the stages involved in working through the process of raising concern about a child through to the writing of EHC plans and liaising with appropriate external agencies and the importance of regular communication with parents. Excellent multi agency working is implemented.

## **Section 8 – Safeguarding Children**

Comprehensive safeguarding policy and procedures are in place and underpin practice. These are managed by senior and experienced staff who ensure appropriate training is in place for the staff team. Staff have a good knowledge of procedures and a good understanding of their role in ensuring that the children in their care are safeguarded effectively.

## **Section 9 – Partnerships with Parents/Carers**

There are strong parent/carer partnerships. Parent feedback during the assessment spoke highly of the staff and their commitment to offering an ongoing welcoming environment. The nursery consults with parents and carers on aspects of the nursery provision and practice and parents are represented on the management committee. Parents have access to a wide range of information and effective communication systems are in place. Events are held for parents on matters such as children's behavioural development, weaning, toilet training and transition to school. Events are offered at different times of day to meet parental needs, such as Saturday mornings or 6pm weekdays with crèche provided.

There is a strong community feel and many children and families attend social and fundraising events after children have left. Some staff attended the nursery as children, giving a wonderful sense of continuity.

## **Section 10 – Nutrition, Serving Food & Oral Health**

Meals are balanced and nutritious. The menus are based on guidelines which resulted from consultation with a nutrition expert and reflect a multicultural society.

Mealtimes are social occasions and children sit in small groups with a familiar carer who eats the same food as the children. Older children sit at tables with tablecloths, vases of flowers and menus. The nursery provides for those children with specific dietary requirements.

The nursery has an appropriate food policy in place which underpins practice. The kitchen conforms to environmental health and food safety regulations. The kitchen staff and management are suitably qualified in food hygiene with additional training in nutrition and allergy awareness.

### **Section 11 – Health & Safety**

Comprehensive health and safety policies and procedures are in place in line with statutory requirements. Robust risk assessments are implemented. All accidents and incidents are recorded and thoroughly investigated to identify patterns and to reduce the risks. Health and safety is a regular agenda item at staff meetings. It is recommended that this is on all agendas for staff meetings.

### **Section 12 – Babies**

Babies (under 2's) have their own room which is light and airy and appropriately resourced to meet the needs of the children. As in the other age groups observation and planning and evaluation systems are implemented well. Messy play, sensory play, exploration and curiosity are all promoted and staff encourage independence where appropriate. There is provision for indoor and outdoor play. Staff were seen supporting children in their interest in the wide range of toys and equipment.

### **Section 13 – School Drop Off and Collection Service**

This service is provided for early years children who attend other settings or school part-time whilst returning to the nursery for wraparound care. Systems are in place for escorting children safely. Staff escorting children have been trained in paediatric first aid.

### **Section 15 – Students**

The nursery recognises that training in a quality early years setting is essential and a wide range of students are welcomed.

The nursery has a student placement policy. All students undertake an induction into the organisation of the setting and its policies and procedures. Each room has a designated student support worker.

The nursery has good relationships with training providers and maintains high standards. A number of placement students go on to become employees of the nursery.