



New Beginnings Pre-School Day Nursery

Inspection report for early years provision

Unique Reference Number	EY306276
Inspection date	12 April 2006
Inspector	Deborah Ann Benn
Setting Address	111 Wennington Road, Rainham, Essex, RM13 9TH
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Registered person	JWR Communications Ltd.
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

New Beginnings Pre-school Day Nursery is owned by JWR Communications Ltd. It opened in 2005 and has sole use of a converted two-storey house in a semi-residential area of Rainham in the London borough of Havering. All children share access to a fully enclosed outdoor play area.

A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00. There are currently 25 children aged from 4

months to 4 years on roll. Of these, 8 children receive funding for nursery education. Children come from a wide catchment area. As well as being used by local families, a number of parents travel to work in the area. The nursery currently supports a number of children with special educational needs and also some who speak English as an additional language.

The nursery employs 6 staff who work directly with the children. The manager and 4 of the staff hold appropriate early years qualifications ranging from National Vocational Qualification (NVQ) level 2 to NVQ level 4. Currently there is 1 member of staff working towards a qualification. The provider is present on most days providing additional support and is currently undertaking a degree in Early Years and Childhood Studies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment, they benefit from the high level of cleanliness and hygiene throughout the nursery which effectively contributes to limiting the risk of cross-infection. Effective health and hygiene procedures are in place, such as regular checks and written procedures and practitioners implement these well. Staff are well resourced to support good hygiene practices such as having separate coloured cloths for different uses, the provision of disposable gloves and aprons for nappy changing and a hygienic nappy disposal system. Good daily routines help children to understand the importance of personal hygiene. Children know they must wash their hands after going to the toilet and before eating snacks to prevent the spread of germs and help to keep themselves healthy. The risk of cross-infection is further minimised by the provision of individual sheets for sleeping children; clear systems ensure that these are kept separate, stored hygienically and washed regularly. Staff have relevant first aid training and implement procedures such as the recording of accidents and administration of medication appropriately to maintain good health and consistency of care. Children's individual health and dietary needs are appropriately recorded and both care and kitchen staff ensure that guidance and parents' wishes are followed carefully.

Children benefit from a healthy and nutritious diet, they are provided with substantial and well balanced meals which take into consideration children's individual dietary needs. Babies' individual feeding routines are followed and older children have access to a water cooler system throughout the day as well as drinks at set meal and snack times. Children are encouraged to make healthy choices and try a variety of foods. An attractively presented range of fruit, cut into bite-sized pieces, is provided for mid-session snacks, children enjoy these and are encouraged to talk about the smell and flavour as they learn about associating healthy eating with a pleasurable experience. This is further supported and their knowledge underpinned by craft activities and project work. Meal times are sociable and ensure children have time to talk and enjoy their food. Attractive menus inform children and parents of the meals, which are given names to increase their appeal to children such as "Peter Pan Pasta".

Babies physical development is well supported as staff make good use of space, provide toys and equipment and plan opportunities in the day for children to roll, crawl and explore their environment. Good use is made of the outdoor play area for older children to play freely. Appropriate indoor alternatives are also provided for children to balance, climb and dance as they learn to control their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and attractive environment. Space is well organised and used effectively to allow children opportunities to engage in a varied range of activities. The outdoor play space is used daily. Good use is made of the bright entrance hall to provide information for parents both about the nursery specifically and items of interest regarding childcare and education in general. Use of appropriate posters and displays of children's work help to make the playrooms attractive and welcoming and provide the children with a sense of ownership. Toys and play resources are age appropriate and of good quality, furniture is child sized and this adds to the welcoming and child-focused atmosphere. Good systems are in place to ensure all resources are well maintained and organisation of storage within the rooms means that children are able to make choices about their play.

Comprehensive policies and procedures, implemented well by practitioners, ensure children's safety. Daily safety checks are carried out and recorded of all areas used; the garden is always checked before children access it. Staff are vigilant at reducing risks and minimising hazards and very aware of their ongoing responsibilities regarding safety. A high adult to child ratio is maintained, providing a good level of supervision at all times. Good regard is given to fire safety, fire fighting equipment is in place and regularly checked by an appropriate authority, the fire alarm is checked weekly and a fire drill is carried out termly. Children learn about keeping themselves safe through everyday discussion and reminders from staff, such as talking about why not sitting on a chair unless all four legs are on the floor could cause them to fall and hurt themselves. Children also understand about how to keep themselves safe through practical activities such as learning about fire, and road safety in projects through craft, role play and visitors.

Children are well protected from harm, due to the whole staff team's good understanding of all child protection issues, the implementation of effective procedures, and their commitment to regular training in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and content. They confidently enter the nursery with cheerful expectation, responding with delight to each other and immediately involving themselves in play. Practitioners' warm interaction and good support helps build positive relationships. Children confidently approach staff members and chat happily about what they are doing. An effective key-worker system is in operation; staff have

a very good knowledge of children's individual needs and use this to provide best care. For example, nappy changing and bottle feeding is not planned to suit the nursery routines but in line with the babies needs and in response to the key-workers' awareness of them. This helps the very youngest children gain security and confidence within the environment. Activities are fun and children enjoy playing together, they respond with delight to the bubble machine, laughing as they chase and try to catch the bubbles in the garden or help each other find the hidden eggs in an Easter egg hunt.

The Birth to three matters framework is generally being used well to offer a range of age appropriate opportunities to promote language and communication skills and physical play experiences for babies and children under three years. However, the use of a wide range of sensory play activities for very young children is not yet fully developed.

Nursery education

The quality of teaching and learning is good. Children make good individual progress due to the staff team's secure understanding of the Foundation Stage and how children learn. An effective key-worker system and the use of regular observations and assessments, mean that staff know the children well and ably build on children's interests, supporting them and extending their learning. For example, a child who enjoys writing and needs more challenge has been encouraged to label the storage drawers, a role he takes great pride and pleasure in as he grapples with the longer words. Practitioners use clear and open questioning techniques which take into account children's age and stage of learning. They build on children's own knowledge, helping them to think for themselves as they take part in a wide range of activities and experiences. Activities are well planned, but staff are also skilled at responding to children's leading; such as incorporating the arrival of a tree shredder outside the window as a source of conversation and interest, taking it as an opportunity to increase children's vocabulary and understanding of how things work rather than seeing it as an unwelcome distraction. Children are independent learners and are supported by well organised resources, which they access confidently, and a good balance of child and adult initiated activities. Staff have started to make use of the outdoor area to provide children with an extended curriculum and to take the indoor environment outside, however this is not yet fully utilised and therefore some opportunities for children to see the practical application of different areas of learning are missed.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. The diversity of children's background, faith, skin colour and language is reflected in resources throughout the nursery and valued with the celebration of world festivals through a number of medias such as music, craft and food. Children have great fun as they use coloured water to take part in Holi, the festival of colour and harvest. They learn about Springtime and new life as they talk about Easter and take part in an egg hunt.

Children learn to value differences, they are given an overview of a different country every month, showing interest in objects they are not familiar with. Staff promote a positive attitude toward inclusion as they successfully support those who have English as an additional language, using key words from the child's home language and working closely with parents.

Children show high levels of confidence and self-esteem; they value themselves and one another. For example, they recognise and praise achievements and show concern for each other, such as saying "Bless you" when their friend sneezes. Children's behaviour is very good; the practitioners' clear expectations through the use of simple and positive rules based on respect, help children to learn to manage their own behaviour. Children readily state the importance of sharing and being kind, this is further reinforced through the use of stickers and helpers wearing a medal.

Children benefit from the friendly informal relationships between practitioners and parents. Parents feel comfortable in the setting and are confident to speak with key-workers about their child's day. They feel welcome and actively involved in settling their child, assured that they are able to stay with their child as long as the child needs the reassurance of their presence. They receive good quality information about the setting in the welcome pack and regular updates in newsletters. Parents are extremely happy with the care provided. Daily feedback about their child's day keeps them well informed and helps to provide children with continuity of care. Key-workers complete a communication book for parents of younger children on a daily basis, to confirm how well children have eaten, how long they have slept, when they had nappy changes and anything else that will help to give a picture of what sort of day the child has had. Parents of children receiving Foundation Stage curriculum, are provided with daily written feedback linked to the areas of learning as well as a general overview of their child's demeanour.

Children with special educational needs are well supported, the Special Educational Needs Coordinator (SENCO) attends a wide range of ongoing training and works closely with parents and the Area SENCO to provide for children's individual needs. Individual Educational Plans are developed and regularly reviewed.

The partnership with parents of children who receive nursery education is good. Parents are kept well informed of the curriculum, they are given a regular home-links planner providing them with ideas as to how they can be involved with their child's education. Staff also ensure that information regarding the Foundation Stage is passed on and curriculum plans are displayed. Parents are able to access children's records of achievements on request to the key-worker and are invited to attend an annual individual meeting to discuss their child's progress towards the early learning goals. They receive a written report at the end of every term. A wide range of information about early years care and education is attractively displayed and made available to parents in the entrance area.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children

develop a secure sense of belonging because of the practitioners' warm, caring attitudes. Good use is made of the room available to ensure that children have a varied and interesting day and opportunity to take part in a wide range of activities. The nursery is well organised, practitioners have a clear understanding of their roles and responsibilities and work well as a team. The whole staff team are well supported to attend ongoing training and professional development. All staff have individual action plans and are encouraged to take on additional responsibilities within the nursery such as reviewing practice in specific areas or taking the lead in reflecting on how an individual National Standard is met throughout the nursery.

Very good systems are in place to ensure staff suitability and these are regularly reviewed and updated in line with changes in legislation. Records are clear, current and stored with an awareness of confidentiality. All required documentation is in place, personal details and information about each child and staff member is kept in separate folders and stored in a locked cupboard.

Leadership and management of nursery education is good. Practitioners are knowledgeable about the Foundation Stage curriculum and use observations and assessments effectively to evaluate how children are progressing toward the early learning goals. These are then utilised to affect future planning and specifically to identify how individual children will be helped to move on. There are effective systems for monitoring the quality of nursery education, including regular staff supervision and annual appraisals by the manager and provider.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop sensory play activities for babies

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the use of the outdoor play area to provide a wider curriculum and more opportunities for children to have practical experience of all areas of learning

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