



Newtec

Inspection report for early years provision

Unique Reference Number	EY310135
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Registered person	Newtec - East London Childcare Institute
Type of inspection	Integrated
Type of care	Full day care, Crèche

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Newtec Day Nursery at Deanery road is one of two registered provisions run by Newtec East London Childcare Institute. It opened in 2005 and operates from a purpose built building. It is situated within a residential area of Stratford in East London. A maximum of 38 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from 3 months to under 5 years on roll. Of these, 7 receive funding for nursery education. Children come from a wide catchment area, as most of the parents travel in to work in the area. The nursery has experience of supporting children with special educational needs and children who speak English as an additional language.

The nursery employs 11 staff including the manager who hold appropriate early years qualifications. There are two staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted through effective procedures and staff's good hygiene practices. Children benefit from playing in a clean environment, with clean and well maintained toys and equipment. Effective procedures such as staff consistently wearing disposable gloves and aprons for nappy changing, sustain high levels of hygiene, and help prevent the spread of infection. Children follow good hygiene routines such as washing their hands before eating, and after visiting the toilet. However, nappy changing routines are not always enabling children to be changed by a consistent key person. Consequently, this does not ensure young children benefit from warm intimate care routines, to support children's emotional well-being.

A suitable ratio of staff hold a current first aid certificate, which enables children to be given appropriate care if there is an accident. Parents give prior written consent to administer medication. This ensures children receive the correct dosage according to their individual needs. Children who are infectious do not attend thus preventing the spread of contagious ailments.

Children benefit from a healthy diet. They enjoy nutritiously balanced meals brought in from the settings other registered provision. Staff gather all relevant information regarding diet, cultural, and medical history. This ensures children's individual dietary, cultural, and medical needs are met. Older children enjoy serving themselves during lunch time, which encourages them to become independent. However, older children are not encouraged to help themselves to fresh drinking water during the session. This does not encourage children to think about their personal needs. Staff are not spending sufficient time sitting with children, and acting as positive role models during meal times. This does not encourage children to develop good social skills, and consequently, children are not being offered sufficient opportunities to learn about healthy foods during meal times.

Children regularly enjoy a range of activities that contribute towards their health. Children negotiate space well when riding cycles in the garden, and enjoy playing with the large parachute. They take great delight in moving their bodies in time to the music, and enjoy vigorous exercise, for example, jumping up and down when singing their favourites songs. Children's fine motor skills are developing well. They are competent when using a range of small tools when playing with the play dough, and confidently spread glue with spatulas. However, children are not being offered

sufficient opportunities to encourage them to develop their balance and co-ordination. For instance, by using a range of large play equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and child-friendly environment where displays of children's work, and appropriate posters, adds to the welcoming environment. Children benefit from playing in a well-organised environment which enables them to move around safely and freely. Children use a wide range of good quality toys and resources appropriate to their age and stage of development.

Toys and equipment are generally stored at low levels making it easily accessible. However, children are not being encouraged to choose their own toys and resources. For example, children are not able to choose and select their own variety of creative resources. This is not enabling children to make choices, and take the initiative during their play and learning.

Toys and resources are carefully selected to ensure they remain safe and suitable for children. Suitable routines and gentle reminders, help children to learn about safety. For example, staff remind children about the dangers of running around in the garden with a piece of material over their eyes. Staff carry out risk assessments to minimise the hazards and ensure the safety of the children.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled and are developing warm and caring relationships with the staff and with each other. Sensitive, individual settling-in routines help children quickly settle into the nursery environment. This enables them to make good progress in their personal, social and emotional development.

Staff warmly greet children arriving, and children confidently seek support from staff which indicates that good trusting relationships have been built. Children are developing good self-care skills. For example, they confidently attempt to dress themselves, and wipe their own faces with their flannels. This helps children to become independent and equips them with important skills which are needed when they move on to school.

Children are involved in a broad range of planned activities, and staff are incorporating the older children's current interests to help sustain children's concentration. However, weaknesses in planning and teaching does not always help to extend children's learning in meaningful ways.

Nursery education

The quality of teaching and learning is satisfactory.

Children are making satisfactory progress through each of the six key areas of learning. They are encouraged by staff who are caring and have adequate knowledge of the Foundation Stage. Children are engaged and generally enthusiastic when they take part in the activities. There is a suitable balance of adult and child-led activities. However, teaching is not particularly innovative, and there are weaknesses in some areas of learning where opportunities to extend children's thinking are missed for example, by staff asking open-ended questions. Children's progress is observed, however, information gathered from these assessments is not being used effectively to plan how children will be supported towards the next stage of their development.

Planning of activities provides children with a suitable range of activities and experiences which generally cover the key areas of learning. However, planning does not clearly show how learning intentions are going to be achieved. This does not help staff recognise where they have been successful in promoting learning, and where aspects require improvements.

Planned activities such as bringing in photos of their families, help children to develop a positive self-image. Children enjoy seeing their photos in the nursery which helps them develop a sense of belonging. Children are keen to communicate with staff and with each other. They confidently talk about children who are absent at registration time, and demonstrate pride in their achievements when they talk about the dinosaurs they have made out of play dough.

Children speak confidently to peers and adults during their play and their spoken language is developing well. They are learning new vocabulary such as 'brilliant' which is influenced by listening to stories, which they listen to intently. Children have lots of opportunities of developing hand-eye co-ordination, to help them master handwriting skills. For instance, by using sweeping movements when they paint with brushes, and spread glue on paper. However, there are insufficient opportunities for children to practise writing in meaningful ways, and staff are not encouraging children to link sounds and letters.

Children understand the concept of simple addition and subtraction through practical activities such as adding up how many children are present, and singing counting songs. They are eager to count how many spots a ladybird has which they notice on the floor while playing in the garden. They are learning about shapes during meaningful activities such as singing about round 'currant buns', and are able to recognise numerals when they play with the toy phone. Children are learning about living things when they examine a ladybird with a magnifying glass, and grow daffodils in pots. Children are helped to begin to gain an awareness of culture, and are learning about the beliefs of others, when they celebrate a variety of cultural festivals. However, children are not taken out on any outside visits. Consequently, they are not given sufficient opportunities of learning about the local community they live in.

Children are using their imagination when they pretend to take a trip on the bikes to visit their grandmothers. They are able to sing simple songs from memory, and are

able to match movement to sounds, when they wiggle their bodies in tune to the music. Children are able to express their creativity and feelings through using a wide range of different materials and media.

Helping children make a positive contribution

The provision is good.

Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources, planned activities, and as they celebrate a variety of festivals. Children's social, moral, spiritual and cultural development is fostered. Appropriate praise and encouragement, and photos of children displayed within the environment, help children to develop a positive sense of their cultural identity. There are appropriate systems in place to support children with special needs.

Staff make expectations clear, and give clear reasons for requests which help children understand why certain behaviour is not acceptable. Staff help children to develop good social skills such as sharing, and taking turns during their play. For example, children use the egg timer to help them learn to take their turn on the bikes. Consequently, children's behaviour is generally good, and they play well together.

Partnership with parents who receive nursery education is satisfactory. Children benefit from the positive partnership staff have developed with parents, and parents speak warmly of staff's positive and welcoming approach. Parents provide appropriate and relevant information about their child to staff. This helps to ensure children receive individual care and attention. Staff complete a daily information sheet for parents of babies and toddlers, which gives parents information about their child's daily activities, food intake, and sleep. A communication book is also used by staff and parents. This helps to provide children with consistent care between home and nursery.

Parents are given appropriate information about the pre-school through the prospectus and newsletters. However, there are no formal systems to ensure parents are kept informed about children's individual progress and development. Parents do not receive sufficient information about the Foundation Stage, which should outline what and how children will learn. Consequently, this does not ensure parents understand that play has an important role in developing children's skills for the next stage of learning.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by qualified and experienced staff, who have sound knowledge and understanding of child development. This enables staff to meet children's needs appropriately. The nursery meets the needs of the range of children for whom it provides.

Staff deployment ensures children are adequately supervised during the day. However, staff deployment is not effective at meeting children's individual needs at meal times for the older children, and at babies' sleep times. All children receive appropriate support from staff that enjoy their company. This helps to make children feel secure and confident. The day is well planned allowing children time for quiet and active play.

Management actively encourage staff to undertake relevant training, which supports staff in their role and ensures they have the latest and most relevant information available. Information kept about children is relevant and helps to promote their welfare. All required documentation which contributes to children's health, safety and well-being are in place.

Leadership and management of the nursery is satisfactory. Staff are supported by management through regular meetings. However, although management have appropriate systems to assess the nursery's strengths and weaknesses, the new manager has only been recently appointed. Consequently, they have not had sufficient time to effectively address identified weaknesses in teaching. As a result, teaching is not fully utilising all learning opportunities within planned activities. Therefore, children are not being given sufficient challenges to ensure they make good progress in all areas of learning.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to National Standard 1 - Suitable Person, National Standard 6 - Safety and National Standard 12 - Working with Parents and Children. Concerns were raised regarding supervision of children, staff's handling of children, and communication with parents.

Ofsted asked the provider to investigate the complaint and report on their findings. As a result, Ofsted was satisfied that the requirements of the National Standards were being met. Ofsted took no further action and the group remains qualified for registration.

The provider is required to keep a record of complaints made by the parents, which they must see on request. The complaints record may contain complaints other than those made to Ofsted.

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the National Standards for under 8s day care and childminding.

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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):

- make sure that all nappy changing routines are offering children consistency of contact with key persons to promote warm intimate care routines
- encourage children to independently help themselves to fresh drinking water during the day to encourage them to think about their personal needs
- make sure information about the Foundation Stage curriculum and daily activities is freely available for parents to help them understand the importance of play in their child's learning (also applies to nursery education)
- improve organisation of meal times and sleep times to ensure children's social, emotional, and individual needs are being met

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):

- introduce a rigorous system that effectively monitors and evaluates the quality of teaching so that areas for improvement are identified and quickly addressed
- ensure that planning clearly indicates how learning intentions are going to be achieved and met, and ensure assessments of children's progress are being used to inform future planning of activities, and identify the next steps in children's learning
- provide more opportunities for children to learn about the local environment, and practise and develop their co-ordination and balance by using appropriate large outdoor equipment.
- improve systems for parents to be informed about their child's progress and encourage them to become involved in their child's learning at home

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