



Eastwood Nursery

Inspection report for early years provision

Unique Reference Number	128501
Inspection date	22 August 2006
Inspector	Jill Dawn Butler
Setting Address	56 Eastwood Road, Goodmayes, Ilford, Essex, IG3 8UU
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Registered person	Barbara Wiggs
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?

Eastwood Nursery is a privately owned business. The registered provider also owns a nearby preparatory school. It opened in 1985 and operates from six group rooms on two floors in large converted premises. It is situated in Goodmayes, in the London borough of Redbridge, in a residential area close to local parks and other amenities.

A maximum of 46 children may attend the nursery at any one time. It is open each weekday from 08.00 to 18.00, 52 weeks of the year. All children share access to a

secure enclosed outdoor play area.

There are currently 67 children, aged from 18 months to under five years, on roll. Of these, 38 children receive funding for nursery education. Children mostly come from a local catchment area. The nursery currently supports two children who speak English as an additional language.

The nursery employs 15 staff. Ten of the staff, including the manager, hold appropriate early years qualifications. Two of the staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing good understanding of how to follow personal hygiene routines, for example, they know to wash their hands after using the toilet and before snack and meal times, and they understand that it is necessary to eradicate germs. Children are well protected from infection by practitioners consistently promoting good hygiene practices. Appropriate nappy changing procedures are implemented, tables are wiped and disinfected before and after lunch and snack times and floors are mopped. Well developed procedures ensure the premises are kept clean. All practitioners involved in food handling wear aprons and hats.

Children's good health is promoted by the implementation of appropriate sickness and medication policies. Children can expect to be treated appropriately in an emergency situation, with first aid boxes on both floors, and several practitioners with first aid qualifications on the premises at any one time. Accident and incident records are appropriately completed and confidentiality is maintained. All required parental consents are in place, which ensures an effective and prompt response to an emergency situation. The individual sleep needs of the younger children are well met. There are separate mats for each child, and good supervision is maintained. The sleeping room is appropriately darkened and children settle easily to sleep.

Children's emotional well-being is fostered through children being given close, individual attention, with practitioners deployed effectively, and able to assess and meet individual children's needs. Positive relationships with individual children and parents are maintained throughout the nursery. Handovers from parents are handled competently and children quickly settle.

Children's physical development is well promoted as they regularly engage in a good range of physical activities. All children routinely use the outdoors area at least twice a day. Here, they competently use a range of equipment, including fixed playground equipment, and run, kick and throw balls, climb, swing, do somersaults and play games. Children enjoyed participating in a range of physical activities at the recent annual sports day, which is well documented at the nursery. They also enjoy the weekly dance sessions when they dance to music, hop, stand on tiptoe and perform familiar actions to songs.

Healthy eating is well promoted. Children eat a diet which is balanced, varied and nutritious. Any special dietary requirements are known and adhered to. A vegetarian option is always available, plus a side salad and good range of fruit. Children have contributed to a colourful display in the lobby about healthy eating and menus are displayed for parents to view what their child is eating. Children have routine access to drinks, with jugs of water and cups available in each group room. Children sit in small groups when eating, and these times provide opportunities for them to develop their social skills as they enjoy conversing with each other.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Effective health and safety risk assessment procedures ensure children's safety within the premises. The environment is bright and welcoming, with attractive wall displays of children's art and craftwork. The lobby and landing areas are kept free from obstruction and hazards, which effectively promotes children's safety when moving around the building. Children are grouped into six activity rooms, some of which provide limited floor space. However, the good range of age and developmentally appropriate toys, equipment and furniture in each of the rooms help to create an accessible and stimulating environment. The outdoors area provides a safe and spacious play space. It is fully secure and easily accessible from the building.

Children develop understanding of how to keep themselves safe and are successfully able to negotiate their movements within rooms and around furniture and equipment. Children are well supported as they discover boundary limits, and they learn about rules in a clear and consistent manner, for example, to tuck chairs under tables when they get up, and they understand why it is important to prevent accidents by not running. Their risk of accidental injury is minimised by practitioners' diligent supervision of children, both indoors and outdoors. Effective on-going risk assessments are undertaken, with a designated practitioner responsible for health and safety audits, which are regularly undertaken and well documented. Children are well protected in the event of a fire. Fire drills are regularly undertaken, which are recorded and evaluated, and there is appropriate signage and fire fighting equipment around the premises. Children learn why it is necessary to leave the building safely in case of fire, and why it is necessary to take the register to know which children are in nursery. All practitioners receive training on how to use the fire extinguishers and the fire evacuation procedures.

Children's welfare is effectively safeguarded through practitioners having a clear understanding of their roles and responsibilities with regard to child protection, and knowing how to implement relevant procedures. Children are well protected through all practitioners being vetted. There is an appropriate collection of children procedure, and a secure entry system ensures the movements of visitors are monitored and recorded.

Helping children achieve well and enjoy what they do

The provision is good.

Planning is consistently well implemented throughout the nursery, and is informed by regular observations and assessments of children. The Birth to three matters framework is developed in group rooms for under three year olds and informs planning and assessments. Each child has their own record of achievement, which moves with them through the nursery, and informs other practitioners and parents as to their progress. The routine of the nursery is effective, and allows time for active as well as quieter pursuits. Generally children are confident and happy, and purposefully engage with the interesting range of activities presented at the nursery. However, the approach with the youngest children is sometimes over formal and they find it difficult to engage with, for example, naming images using flash cards.

Nursery Education

The quality of teaching and learning is good. Practitioners make good use of planned and routine activities to extend children's learning. They utilize effective questioning techniques to stimulate thought and challenge children. Practitioners have good knowledge of the Foundation Stage curriculum. Children are well supported and allowed to learn at their own pace, with a mix of adult-led and child-initiated activities. However, the outdoor play area is not being used to deliver all aspects of the curriculum, limiting opportunities for extending and broadening play and learning activities.

Children show good levels of concentration and engage well during large group discussions, for example, during circle times and at mealtimes. They play an active role in their learning as they make their own choices about what they want to play with. Children learn to share and negotiate, as well as support each other in their activities, for example, they co-operate well when organising farm and garage resources. Children confidently ask for help and support, which is readily given by practitioners. Children's self-care skills and independence are well promoted, for example, they take themselves to the toilet, and wash their own hands; they enjoy setting the table at mealtimes and can use eating utensils well. They confidently state what they would like to eat and if they want more. Children learn about a range of cultural traditions through exploration during topic work, which enables them to learn about and value, different beliefs and ways of life.

Children are asked lots of open-ended questions to extend their thinking, for example, what creatures live under the sea, what firemen do and the functions of different small world vehicles. They are helped to link sounds and letters. They enthusiastically sing a familiar alphabet song, and their knowledge of small and capital letters is reinforced daily. They can recognize their own names and are learning to write them. Children enjoy looking at books. They listen well to stories, and like to read stories from books in front of each other. Children enjoy mark marking and writing for different purposes.

Opportunities for counting and calculation are routinely presented, for example, counting the number of the children in the group. Older children can count to 25. When making cakes and role playing shopping they are encouraged to use addition. Children learn about shapes, for example, by recognizing the shape of their toast,

which is triangular. They discuss volume when making cakes, what size to make them, and that they will expand when they cook.

Children's natural curiosity is well promoted by practitioners. They change the weather chart through the day as the weather changes. They have grown tomatoes and they enjoyed a trip to a forest which was associated with topics on minibeasts and trees. Children gain routine access to peat, sand and water. They add colours to water, and add water to sand to replicate a beach experience. Children enjoy designing and making with a range of construction materials. They have access to two computers and other programmable equipment, which they use competently. Their participation in recycling, as well as a range of interesting outings, enables children to learn about their environment and extend and widen their play and learning experiences.

Children get opportunities to participate in a good range of activities to promote their physical development when they gain regular access to the spacious and safe outdoor play area. They enjoy the weekly dance sessions. They handle objects such as playdough cutters, scissors, pens and pencils confidently and competently. They thread beads onto rope independently and show good hand/eye co-ordination. When eating their lunch, they talk about food helping them to grow. They know that eating vegetables and salad is good for them.

Children enjoy exploring in the peat, sand and water trays and their experiences are extended by colours being added to the water. The concept of colour is consistently reinforced by practitioners and children are encouraged to recognize light and darkness in colours. They can express themselves creatively with a range of media including chalk and paint. Children enjoy singing familiar songs, and making music together.

Helping children make a positive contribution

The provision is good.

Good knowledge of children's linguistic, cultural and religious backgrounds contributes towards their individual needs being well met. Communication with children and parents is strengthened by diversity within the group of practitioners who, between them, can speak a range of community languages. Children learn about themselves and the wider society as they engage with the broad range of activities, play and learning resources. Through planned activities children learn about festivals which are celebrated and acknowledged through the year, including Diwali, Chinese New Year, Eid and St. Patrick's Day. In addition, they are introduced to the language and culture of France through participating in weekly sessions with a French teacher. Girls and boys are encouraged to fully participate in all activities and they play well together, for example, when role playing. The nursery demonstrates a positive attitude towards promoting an inclusive environment and there are good arrangements in place to support children with learning difficulties and/or disabilities. An additional feature of the nursery is that children learn about caring for the wider environment by being actively involved in recycling. Overall, this positive approach fosters children's social, moral, spiritual and cultural development.

Children are very well behaved, and are quickly comforted when distressed. Close physical proximity is maintained with children, and any issues are promptly resolved. Practitioners act as positive role models and children learn to understand right and wrong through consistent boundaries, praise and age appropriate management of behaviour. Children's attention is drawn to the written set of ground rules located in each room, and compliance is sometimes rewarded with stickers and certificates. Children feel valued and affirmed, and develop self confidence. They begin to learn to share and take turns. They form good relationships and show concern for each other, for example, if a child gets upset.

The partnership with parents of children who receive nursery education is good. Effective communication is maintained through a range of methods, which ensures children receive continuity and consistency in their care. Parents can view the policies and procedures when their child starts at nursery and good settling procedures are implemented. Parents' evenings are held twice a year, when they are able to discuss their child's progress, look at their child's achievement folders, which contain charts on their progress, and view samples of their child's work. There are parents' notice boards in the lobby which display relevant information including staffing, menus, nursery projects on healthy eating and recycling and photographs of activities. A formal parents' evaluation exercise takes place twice a year where their views are sought and acted upon. Parents receive regular newsletters and are invited to the annual sports day. When their child leaves nursery they attend a graduation ceremony and receive a written report on their child's progress. The complaints procedure informs parents of what to do if they are unhappy about any aspect of the service provided by the nursery.

Organisation

The organisation is good.

The manager has appropriate qualifications and experience. She implements effective and well organised systems to promote the smooth running of the nursery. She continually monitors and evaluates policy and practice at the nursery and is keen to implement beneficial improvements. She has started to undertake the QUILT quality assurance scheme and has completed one module so far on relationships and interaction. All previous actions raised from inspections have been dealt with. The deputy manager provides effective support. She also has relevant experience but does not have a current relevant level 3 qualification. The leadership and management of the nursery education is good. Practitioners have knowledge of the Foundation Stage curriculum. Relevant planning, assessments and recordings take place, which have regard to individual children's progress through the stepping stones towards the early learning goals.

Children are cared for in a well-organised environment. They are grouped appropriately and practitioners are effectively deployed. Most practitioners have at least a relevant level 2 qualification and there is good commitment to further professional training. A range of practitioner meetings takes place where practice, policies and procedures are discussed and developed. Practitioners work well together as a team. Many practitioners have been at the nursery for several years

and there is generally a low turnover of staff. This contributes towards consistency and continuity of care for children and parents. A pool of relief practitioners can be called upon to cover any absences. Generally, good practitioner to children ratios are in place in all the group rooms, which enables children to receive good attention. However, for short periods around breakfast and lunch times, when practitioners are taking breaks, required ratios are not being adhered to.

Comprehensive record keeping takes place. All records are stored in a manner to protect confidentiality. A complaints record is kept. Registers include times of children's arrival and departure. All information is well organised and easily retrievable. Ofsted is informed of significant events, for example, relating to the refurbishment of the premises which took place in 2005. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the nursery was asked to improve documentation relating to recording hours of children's attendance, administration of medication and child protection procedures relating to what to do if an allegation is made against a practitioner. All required record keeping and documentation is now in place, which keeps children safe and contributes to the smooth running of the nursery.

The nursery was also asked to provide additional opportunities to further promote children's knowledge and understanding of mathematical concepts, as well as use of programmable resources and creative expression. Children's learning has been enhanced through mathematical concepts such as counting, adding and subtraction being provided routinely and as part of the planned curriculum. Additional programmable resources are now available, which include two computers. Also, children have greater opportunity to initiate activities and express themselves creatively through a range of media.

The nursery was asked to monitor and evaluate the quality of teaching and identify training needs. Systems are now in place to assess and evaluate the performance of practitioners and the development of their practice is taking place through attendance at relevant training. This contributes towards ensuring the quality of teaching leads to the delivery of an effective curriculum which promotes children's learning and development.

Complaints since the last inspection

There have been two concerns raised since April 2004. The first relates to National Standards 11: Behaviour, 12: Working in partnership with parents and carers, 13: Child protection and 14: Documentation. On 5 August 2004 the nursery informed Ofsted that a parent had complained about inappropriate behaviour of a staff member. An Ofsted childcare inspector carried out two announced visits to the premises on 25 August 2004 and 1 October 2004, following which the registered provider was required to institute correct procedures relating to informing Ofsted of any allegations of abuse by a staff member. The provider remains qualified for

registration.

The second concern relates to National Standards 1: Suitable person and 13: Child protection. On 15 February 2005 concerns were raised that a staff member disciplined a child in an inappropriate manner. An Ofsted childcare inspector carried out an announced visit to the premises on 18 March 2005, following which the registered provider was required to improve child protection and complaints policies and procedures. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by the 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):

- ensure that required staffing ratios are adhered to at all times
- develop and implement an action plan that sets out how the deputy will achieve a current and relevant level 3 qualification.

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):

- extend children's play and learning experiences through broader utilisation of the outdoor play area in the delivery of the curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk