



Clayhall Nursery

Inspection report for early years provision

Unique Reference Number	128498
Inspection date	25 October 2006
Inspector	Fiona Sapler
Setting Address	208 Clayhall Avenue, Ilford, Essex, IG5 0LE
Telephone number	020 8551 2577
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Registered person	Rabinder Bhanot
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?

Clayhall Nursery is privately owned and opened in 1997. It operates from three rooms in a converted house in Clayhall, in the London borough of Redbridge, close to local transport, parks and amenities. The nursery offers full day care for children aged from birth to five years, is registered for a maximum of 43 children and currently has 38 children on roll. Of these, 12 receive funding for early education. The nursery is open from Monday to Friday between 08:00 and 18:00 all year round. All children share access to a fully enclosed garden for outside play.

The nursery currently supports a number of children with learning difficulties and/or disabilities and also children who speak English as an additional language.

There are 11 staff including the manager, working directly with the children. Of these, all hold or are working towards a recognised Early Years and Childcare qualification. Staff receive some support from the Early Years pedagogy advisory team and the Preschool Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning many ways to keep themselves healthy. They automatically follow good hygiene routines such as washing their hands with soap, before eating and after visiting the toilet and know why this is important. Older children clearly understand that they need to rest if they are tired and that going for a walk provides opportunities to benefit from fresh air and exercise.

An effective sickness policy is in place. This ensures children who are infectious do not attend, thus preventing the spread of contagious ailments. Comprehensive systems are in place to record the administration of medication and accidents and children are protected, as parents give prior written consent to administer medication and provide written consent to seek treatment in case of emergency.

Children enjoy healthy snacks and know that fruit and vegetables are good for them. They recognise their own personal needs when they pour themselves a large glass of water because they say, 'I'm very, very thirsty'. Children are provided with a varied menu of nutritious and attractively presented vegetarian meals. This helps children develop good eating habits and ensures all children's dietary requirements are met.

Children have opportunities to learn to control their bodies and develop their physical skills when they play outside on a daily basis. Older children negotiate space well when riding cycles and pedalling cars, manoeuvring around obstacles. Children's fine motor skills are also developing well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes.

Under threes develop warm relationships with staff who are responsive to their needs. Babies confidently express their feelings and needs verbally and non-verbally and are beginning to develop their own preferences and make choices for themselves when they are able to freely access toys around the room. Staff follow each babies' individual routines for eating and sleeping. They monitor food intake, sleep times and nappy changes and share these with parents. This promotes continuity and contributes to their physical well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children generally benefit from playing in a spacious well-organised environment. This allows them to move around and play safely. Space is limited in the room that is designated for the two to three year old children, however, staff have organised the space well to ensure this does not have too great an impact on the children's play and learning experiences.

Children have easy and safe access to a stimulating range of toys and resources that are carefully selected to ensure they are suitable, provide challenge and are appropriate for their ages and stages of development.

Children are developing an awareness of safety within the setting because of positive staff interaction offering gentle reminders and reinforcement. Staff deployment is very good and guarantees children are well-supervised and safe at all times. Risk assessments are thorough and necessary work is prioritised to ensure children continue to be cared for in a safe environment.

Children and staff become familiar with the emergency evacuation procedures because regular fire drills are carried out. This helps them learn how to leave the premises quickly and safely.

There are clear procedures for outings that ensure children's safety. Older children learn about road safety and the importance of staying close to an adult.

There are sufficient cots and beds that allow children to rest and sleep in comfort. Regular checks of sleeping children ensures their safety and well-being.

Staff have a good understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. This ensures staff quickly recognise when a child is in danger and can act in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is good.

All the children gain from being cared for in a warm friendly environment where committed and enthusiastic staff know the children well. This helps children feel safe and secure and nurtures a true sense of belonging.

The children explore and experiment as they independently choose from a range of well-planned activities that are appropriate for their stages of development. There are systems in place so that children can choose other toys, resources and activities that are not readily available to them.

Children under two enjoy their play in a very stimulating and exciting room where they have access to many interesting resources and activities that promote their development and understanding of the world around them. They thoroughly enjoyed a painting activity where they were able to indulge all their senses as they walked through the paint, felt the paint squelching through their fingers and were amazed at the shapes they produced. They also were fascinated by the contents of a sensory tent that provides excellent opportunities for young babies to explore a variety of textures, lights, mirrors and bubbles.

The garden provides even more opportunities for the children to learn as they play, with lots to see and do. They respond to the silver foil streamers twisting in the wind, watch as the hanging CDs provide varied light effects and identify the shapes and colours all around them. A covered area ensures children can play outside in all weathers in an environment that fosters

their thinking and imaginations as they can choose to play quietly in the sand, ride around on bikes, role play in the play kitchen or sit and build with construction resources.

Children have many opportunities to express themselves when they enthusiastically join in singing songs and action rhymes.

Mealtimes are lively, sociable occasions, however, staff do not organise them effectively to promote the children's independence and self help skills.

Nursery Education

The quality of teaching and learning is good. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. Staff have a good understanding of the Foundation Stage. They have a clear understanding of how children learn and use planned activities, free play and incidental opportunities to extend all areas of the children's learning. They talk to children about what they are doing and respond to their interests by using good questioning techniques to stimulate thought and to challenge. Staff observe the children during free and focussed activities and use their notes to assess children's achievements and their progress along the stepping stones. This helps to identify children's stage of learning and informs general planning. However, this is not used as effectively to plan for each individual child.

The children speak very confidently to their peers and adults. Their language is developing very well and lots of wonderful opportunities are given for them to extend their vocabulary and practise their writing in imaginative and role-play settings when they 'work' in a pretend office, hospital or police station. They enjoy books and handle them carefully when they 'read' and share books with their friends. Their listening skills are very good when they take turns speaking in large and small groups and co-operate well during role-play. Most children are able to read or recognise their own names when they arrive in the morning and collect their name cards and, again, at lunch time when their names are written on their place mats. They are beginning to link sounds to letters when they play letter bingo and take part in an early reading scheme that helps them recognise a few basic words and retell simple stories.

Children count confidently and recognise numbers. They enjoy number rhymes and songs and use appropriate mathematical language such as 'bigger' and 'smaller' and 'more than' during free play. When children are nominated helpers at lunch time they learn to compare the number of chairs, plates and cups on the table to the number of children eating to ensure there are enough.

Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer. They use keyboards, telephones and calculators confidently during role-play. They have a range of suitable tools and equipment available to them that enable them to explore their surroundings and to provide additional interest, such as when they look at spiders and caterpillars through magnifying glasses.

Children's knowledge and understanding of the world is very good and activities and resources encourage them to explore and investigate. They talk in detail about themselves and the world

around them. They are beginning to understand past and present when they discuss people, places and events in their own lives and those of other people. They learn about different cultures and beliefs through well-planned topic work, such as houses and homes, and when they celebrate religious festivals. They gain an increasing understanding of the local and wider environment when they go for nature walks, visit the local old people's home and the library.

Children express themselves creatively through a range of mediums. They paint, draw and make collages and have many opportunities to use their senses and explore a varied range of materials, both natural and manufactured. They also regularly enjoy dressing up and singing activities that promote their creative and imaginative development

Helping children make a positive contribution

The provision is good.

Children are recognised as individuals, this helps them feel good about themselves as they learn to show respect for others. An assortment of inspiring posters around the nursery celebrate diversity within the setting and in the wider world. Interesting and varied activities and resources introduce children to other cultures, for example, they made Eid cards and enjoy using puzzles, books, dolls and dressing up clothes that represent cultures around the world. Some books and dolls also promote positive images of disabilities. This means children learn to acknowledge and accept differences. Children's social, moral, spiritual and cultural development is fostered.

Children with learning difficulties and/or disabilities are provided with a high level of support. Staff are secure in their understanding of the code of practice, which means they liaise closely with parents and outside agencies to meet and plan for each child's individual needs. The staff team are proactive in ensuring all children are able to participate in the activities provided to maximise their enjoyment and potential, for example, staff are currently undertaking training in Makaton.

Children behave well and benefit from consistent praise and encouragement and basic ground rules, ensuring children understand why certain behaviour is not acceptable.

Relationships with parents are friendly and supportive. There are both informal and formal systems in place, such as parents' evenings and care diaries, that provide opportunities for staff and parents to share information about the children's individual progress and development. This enhances the children's time at the nursery.

Partnership with parents of children who receive nursery education is good. Parents feel welcome and fully involved and informed of their children's progress. Staff are available to discuss their child's progress and ways parents can help their child's learning. However, parents are not provided with information about stepping stones and early learning goals which impacts on their complete understanding of this stage of their children's education.

Organisation

The organisation is good.

Children benefit from a staff team who show a clear understanding of their role in supporting the children in their play and learning. They know the children well, helping them feeling secure and comfortable. The children are well grouped and the key worker system ensures appropriate support and care throughout the day. The staff work well as a team and clear communication and guidance allows them to provide a stimulating well-balanced programme. All staff have checks to ensure they are suitable to work with children and regular appraisals identify training needs. Staff are encouraged to enrol on relevant courses to meet these needs. This supports them in their role and ensures they have the latest and most relevant information available.

Leadership and management of nursery education is good. The person in charge is committed to providing a high level of care. She is suitably qualified and continues to update her knowledge by attending relevant childcare courses. This ensures she has sufficient understanding of current child care practices to support the care and learning of all the children. She regularly monitors the implementation of the Foundation Stage curriculum and holds workshops for parents on childcare issues to contribute to an effective partnership between the home and nursery.

All documentation required for the safe and effective management of the nursery is in place. There are appropriate procedures for uncollected or lost children and a complaints record that meets requirements. All policies and procedures are used effectively to promote the welfare, care and learning of children. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Several recommendations were set at the last inspection. These included maintaining a suitable temperature in the baby room and ensuring the storage of food is appropriate. These are monitored and the cook has undertaken food hygiene training. This contributes to the children's good health. A recommendation concerning the accessibility of toys and resources has been addressed. All toys are easily and safely accessible to the children so they are able to self select and make choices about their play. The garden has been refurbished since the last inspection, providing a stimulating and safe environment. This is supported by regular and thorough risk assessments. Actions have been taken relating to the details included in the Child Protection and Equal Opportunities policies. These now contain all necessary details and are implemented to support the children's well being.

Recommendations were made regarding the effective implementation of the Foundation Stage curriculum. Staff now have a clear understanding of the Foundation Stage and the six areas of learning. The manager and her deputy monitor the quality of teaching. Children have regular opportunities for counting and recognising numbers during planned activities and nursery routines. Planning is effective and includes learning intentions, however, further recommendations have been set to ensure planning meets the developmental needs of the individual child and to inform parents fully about all aspects of the Foundation Stage.

Complaints since the last inspection

Since the last inspection a complaint was made to Ofsted regarding the suitability of a member of staff, ventilation of the building and staffing ratios. This related to National Standards 1 (Suitable Person), 2 (Organisation) and 4 (Physical Environment). Ofsted carried out an unannounced visit on 10 March 2006 to discuss these concerns. Actions were set to; ensure the annexe is ventilated and maintained to a suitable state of repair and decoration for children's use and to ensure the risk assessment is reviewed and an action plan with timescales is put in place that identifies the action to be taken. Ofsted was satisfied that their response to these actions was appropriate and the provider remains qualified for 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):

- organise mealtimes to provide opportunities for children to develop their independence and self help skills

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):

- ensure parents are fully informed of all aspects of the Foundation Stage curriculum
- develop systems to ensure curriculum planning meets the learning needs of the individual child

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk