



# The East London Childcare Institute Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY267457
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

The East London Childcare Institute Nursery opened in 2003. It is a registered charity supported by a management committee. It operates from five play rooms in a purpose built building. It is situated in a built up area of the London borough of Newham close to the local Stratford shopping centre and station. A maximum of 57 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 18.00 for 50 weeks of the year. All children share access to a secure outdoor play area. The setting also supports a separate crèche facility on the same premises as part of its overall provision. This meets as required alongside training courses that are held in the centre. A maximum of 16 children may attend this provision at any one time.

There are currently 57 children aged from eight months to four years on roll. Of these 15 receive funding for early education. Children come from a wide catchment area, as most of their parents

travel into work in the city of London. The nursery currently supports children with additional needs and also supports children with English as an additional language.

The nursery employs 17 members of staff including the manager. Of these 15 hold appropriate early years qualifications and two are working towards a qualification. The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are beginning to learn the importance of good hygiene when staff working with the older children remind them to wash their hands before eating and drinking. Good staff procedures for changing nappies are followed to prevent cross infection. Children are cared for in a clean hygienic environment for example, staff ensure that surfaces are sterilised before children eat and bedding for sleeping is changed after each child's use. Accidents are recorded effectively to protect the children's safety. Parents are informed by telephone and sign an acknowledgment of any accident that occurs. Children are well protected because details of their medical needs are recorded and parents give appropriate written consent to administer medication. Most staff hold relevant first aid qualifications this means they can give appropriate care if there is an accident. However, staff caring for younger children do not always follow procedures effectively to ensure their good health. For example, when children come in from the garden staff do not always remember to wash their hands. Further, comforters used by the children are not suitably sterilised before use to prevent the spread of infection.

Children benefit from a good well planned healthy diet. Staff respect children's dietary, religious and cultural needs. All children have access to drinking water throughout the day. Menus are varied and nutritious for children which support their good health and always include a vegetarian option. Children enjoy the shepherd's pie made with Halal meat. They are offered a variety of meals throughout the day which include pasta, and vegetarian flan and fresh fruit this enables children to try new tastes and options. Older children serve themselves at lunchtime which promotes independence and choice. Children explore and develop physical control in the easily accessible free-flow outdoor area throughout the day this supports their physical needs well. Younger children are confident when running, peddling, and pushing toys. The garden area is well planned for all children to enable them to make effective use of the outdoors.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe, well maintained environment where they are secure. The good organisation of the toys and resources means that children are able to move around safely. Equipment is accessible and children can access toys independently to promote choice and confidence. Staff carry out regular risks assessments to minimise hazards to children and periodic fire drills ensure that children begin to know what to do should an emergency occur. Well maintained records of children's arrival and departure times, a secure entrance system and the use of a visitor's book means that children's welfare and safety are a priority for the group.

However, at times staff do not always reinforce children's understanding of safety and the consequences of their actions such as running. Children have easy access to equipment and resources that are age and stage appropriate for their use and are checked regularly for their safety.

Children are safeguarded from possible abuse and neglect as staff have a clear understanding of the procedures to follow. The group has a comprehensive safeguarding children policy which has recently been updated to reflect new legislation and staff plan to attend further training to update their knowledge of these changes. This ensures the welfare of children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are learning and achieving because staff have a good knowledge of the 'Birth to three matters' framework. Recent implementation of a new record keeping and assessment and planning process are supporting children's needs well. Children are settled in their surroundings and have good relationships with staff to support their well-being. Children enjoy good opportunities to develop their imagination when they play with the home corner equipment and sing songs spontaneously with staff. Children are learning to feed themselves and staff encourage independence and choice. Children demonstrate that they are able to voice their ideas by gesture and body language for example, when they want to go out to play in the garden. This is supported well by staff and promotes their development as competent learners. The children happily seek help from the staff who give them plenty of praise and encouragement to learn to talk to them about what they are doing and ask questions to promote their language and communication skills. However, there are some inconsistencies in the assessment and evaluation of activities provided for the children to give a clear picture of the next steps for children under two years.

### **Nursery Education**

The quality of teaching and learning is good. The children are supported by the staff team's good knowledge of the Foundation Stage and the stepping stones for learning. Recent changes to the assessment and planning for children's learning means that staff are beginning to implement a broad effective curriculum. Plans take account of all the areas of learning and some activities provide children with valuable first hand experiences.

Assessment records for each child clearly show their approach to learning and their interests. However, the way activities are planned means that the older funded children are not always fully extended to enable them to consolidate their learning in everyday routines. For example, in simple calculation, developing literacy skills and using writing for a purpose. Throughout the nursery children are provided with a wide variety of books which are easily accessible. However, children have limited opportunities to take part in group storytelling times and do not often handle the books independently for pleasure.

Children are motivated and involved in the activities provided and show high levels of concentration for example, when playing with the clay in the garden area and indoors. They show a great deal of interest and enjoy the tactile experience of flour, water and dough play.

Children develop their imagination well when they describe that they are making 'a big red bus' when using clay indoors. The children are becoming aware of the needs of others when they celebrate 'Red Nose Day'. and by using resources that reflect diversity in the home corner for example, role play and dressing up items. Children are encouraged to develop their language skills as staff question them effectively to develop their understanding, vocabulary and ideas. Many children can write their names and this is displayed as staff appreciate and celebrate their achievements. Some children are beginning to recognise letters of the alphabet and know the letters of their names. However, children have limited opportunities to consolidate this learning to use writing for a purpose or to practice the sounds of letters.

The children use numbers and names spontaneously in their play 'I've got one' and use numbers as labels for counting fingers to tell me their age and '1,2,3,4, '. They count how many children are in the group in the correct sequence. They sing songs and rhymes and use props to reinforce this learning for example, 'ducks on sticks'. They count bricks and talk about them being bigger and smaller to encourage their understanding of size and shape and position. However, children have fewer opportunities to use simple calculation in every day routines.

Children have good opportunities to develop their understanding of the world for example, they visit local shops and facilities and they have regular visitors to the setting including the fire service. They talk about the seasons and patterns of change. Themes such as 'all about me' help children to begin to learn about themselves each others' families. The children enjoy looking at photographs of themselves and staff when they were babies and enjoy pointing out 'that's me when I was baby'. This supports their understanding of a sense of time.

The children are beginning to develop an awareness of how to keep healthy when they discuss healthy eating and are offered a variety of healthy snacks such as fresh fruit to support this learning. Daily use of the outdoor area strengthens their muscles and helps them to develop a sense of space and understanding about how their body works. Children demonstrate skill and control when handling tools for example, scissors and paint brushes. The confidently use knives when they make their own sandwiches.

Children have good opportunities to be creative throughout the day. Staff place a strong emphasis on providing the children with opportunities to access a variety of resources and activities to promote this area of learning. Activities include painting, playing with flour gloop, clay and home corner resources. Children enjoy making the cardboard box in the garden into a boat, a racing car and sometimes a turtle. This supports children's imagination well and helps them to come to terms with the world round them. Children take part enthusiastically in singing songs and clapping out the rhythms using musical instruments. However, there are fewer opportunities for children to listen to and enjoy stories in small groups.

### **Helping children make a positive contribution**

The provision is good.

Children are confident and independent and show high levels of perseverance. Staff have expectations for children's behaviour and reinforce good behaviour at all times. Staff comments such as 'well done, good boy, you have helped me to tidy up nicely' support children's self

esteem. The children are given stickers for good behaviour. They are beginning to learn right from wrong as one child states that he has one sticker because he was 'very good'.

Children are valued as individuals and staff take good care to support children with additional needs. Staff work with other professionals and parents to effectively plan using individual educational plans to support achievements. Children have good opportunities to recognise similarities and differences and celebrate cultural and religious events. They try food, and use a range of resources which show positive images of culture, ethnicity, gender and disability. Children's spiritual, moral, social, and cultural needs are fostered.

Partnership with parents is good. Children benefit from effective information sharing with parents about eating and sleeping patterns. The daily feedback on younger children's progress helps parents to feel involved and supports continuity of care for the children. Parents have regular opportunities to meet their child's key worker to discuss their children's progress record. There are good notice boards displaying useful information for parents. They receive newsletters and updates regarding the centres activities. The setting has just carried out a parents evening to which all parents were invited at this meeting they were encouraged to fill out questionnaires giving their view about the group and what they liked and what they would like to see improved.

As a result of the questionnaire several parents of the funded children requested more information about the curriculum themes within the setting. The management have responded to this request by displaying information about the themes and projects throughout the nursery on notice boards. There is a clear complaints procedure which is displayed for parents. Complaints are recorded effectively and resolved within the required timescales.

## **Organisation**

The organisation is good.

Staff know their roles and responsibilities and work well as a team. This ensures that children are cared for in a well organised environment which offers a range of suitable and stimulating experiences to meet their overall needs. Staff are welcoming and treat the children as individuals. As a result children are relaxed and confident. The nursery maintains appropriate details on all staff and their suitability to work with children. This ensures the children's safety and well-being. Children are well supported by staff that are motivated and supported to regularly update their knowledge and understanding of childcare issues and new legalisation. Staff generally implement the settings procedures well. Staff's implementation of the procedures for hygiene for babies lacks consistency which has an impact on the children's health and well-being.

Leadership and management are good. All of the legally required documentation is in place and is reviewed regularly in line with current legislation. This contributes to the children's safety and well-being. There is a good appraisal, induction and review system in place to monitor the quality of teaching. This is used to support and develop staff's individual strengths and areas for improvement. Management and staff have been working closely with the adviser for early years to implement new systems and to improve their practice for observing, assessing and planning for children's progress. However, staff's role in the teaching of mathematical and literary skills is not clearly defined. The impact of this is that the funded children are not always encouraged sufficiently to extend their understanding in practical ways in these areas. The

management are aware of this and have taken steps to review the quality of teaching to ensure all the outcomes for children are met. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider agreed to ensure that the needs of the younger children were met when grouped with older children; develop communication with parents to ensure they receive appropriate information and policies and procedures; parents sign a written consent for children to receive medication.

Children's health needs are well met as staff now hold written parental permission to administer any medication required. Children aged between two and four years are based in home rooms, and the establishment of free-flow play means that children are never in large groups. This has enabled staff ensure that at group times younger children are able to participate fully to meet their developmental needs. Policies and procedures are displayed on the parents' notice boards. The attractive displays of themes and projects help parents to feel fully involved in the setting's activities.

### **Nursery Education**

At the last inspection the provider agreed to develop staff's knowledge of managing children's behaviour; provide more opportunities for the children to develop their listening, early reading and writing skills in practical ways; and provide activities for children to use numbers and to count in practical situations; evaluate children's progress towards the Foundation Stage and use this information to plan for their next steps. The settings planning has been adapted to include further opportunities for children to practise these skills. This coupled with the establishment of writing and maths areas, book club and self-made books has placed more importance on these areas of learning. However, teaching still lacks focus to be fully effective to consolidate children's skills in their mathematical development and early writing skills in practical situations.

The children behave very well and staff have high expectations for their behaviour. Children enjoy using the smiley stickers as a reward for 'being good' or 'kind'. This supports their self esteem and social development well. Management and staff have enlisted the support of the local authority early years adviser who has supported them to develop a new system for observation, assessment and planning. This method was introduced in January and now covers all the areas of the Foundation Stage successfully to support children's learning. However, this is under constant review by the management to ensure its success.

### **Complaints since the last inspection**

There have been two complaints made to the setting since the last inspection that required the provider to take action. The complaints record is clearly laid out with all the relevant information in order to meet the National Standards. This shows that the provider responded to the parents in the required timescale. Ofsted did not receive the complaint.

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.

## **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 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 staff working with children under two years follow clear hygiene procedures to prevent the spread of infection
- continue to develop consistency in the observation, record keeping and evaluation for children's progress to ensure that planning is based on what children know and can do

#### **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 assessment and evaluation of the quality of teaching to improve and ensure that staff plan appropriate next steps for the funded children in all aspects of the early learning goals in particular; opportunities for simple adding and subtracting and writing in every day routines; listening to stories

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