

Green Lane Pre-School & Day Nursery

Inspection report for early years provision

Unique Reference Number	128506
Inspection date	14 November 2007
Inspector	Rufia Uddin
Setting Address	510 Green Lane, Goodmayes, Ilford, Essex, IG3 9LH
Telephone number	020 8590 1413
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Registered person	The Partnership of Lisa Hayes and Kay Hackett
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?

Green Lane Pre-School & Day Nursery has been open since 1998. The nursery offers full day care for children aged from nought to five years. It is situated in large converted premises in a residential street in a busy part of Goodmayes, and is close to local parks and other amenities in the London borough of Redbridge. The nursery is open Monday to Saturday between 08:00 and 18:00 all year round. The hours of attendance vary to suit the working hours of the parents. The children share an enclosed outside play area.

There are currently 87 children aged from three months to under five years on roll. Of these, 30 receive funding for nursery education. The nursery currently supports a child with learning difficulties and/or disabilities, and also welcomes children who speak English as an additional language.

The nursery employs twelve members of staff. Of these, ten hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted across the setting because staff implement effective health and hygiene procedures to ensure the risk of infection is minimised; for example, they wear disposable gloves when changing children's nappies and wipe tables using anti-bacterial spray before children sit for snacks and lunch. Babies drink from sterilised cups and bottles, and their nappies are changed and disposed of in a suitably hygienic manner. Staff have relevant first aid training and accurate records are kept relating to accidents and the administration of medication, which helps assure children's health. Children talk about how they look after their bodies recognising the need to wear coats before going outside to play in the cold. Children are learning effective practices relating to cleanliness and personal hygiene. The youngest babies have their individual sleep needs well met. There are separate cots for babies, and good visibility is maintained, with sleep charts kept for parents to view. Children are gently settled to sleep on sleeping mats.

Children benefit from the provision of a healthy range of food options. They have balanced and nutritious meals and snacks, which are made with fresh ingredients. Children develop their self care skills helping themselves to drinks of water across the session and talk about different types of fruits and vegetables and how these help their bodies to grow. Children's individual dietary needs are thoroughly discussed with parents. Any special requirements are fully recorded and observed by relevant staff. Children enjoy mealtimes as a sociable occasion. They sit comfortably and are learning how to feed themselves, to promote their independence. Younger children have their feeding and drinking needs met on an individual basis.

Children have good opportunities to develop their physical skills. They make regular use of the three outdoor play areas. Children are gaining increasing confidence in their ability to climb, balance and run. They enjoy riding bikes, pushing and pulling carts and developing their fine motor skills through activities such as throwing and catching. Physical play is planned for babies and young children to ensure they benefit from a wide range of appropriate activities and experiences. They also have timetabled opportunities for quiet activities and rests, for example, story-time, music-time or whilst engaging in quiet tabletop activities. Children have good opportunities to practise and improve their eye/hand co-ordination. They use a wide range of small equipment and tools with increasing confidence and control including pencils, chalk, scissors and the computer mouse.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the welcoming and stimulating environment, which is set up in an attractive manner for children. They move freely and safely between the inside and outside learning environment. The premises are safe and secure, with intercom fitted on doors, preventing visitors from entering without the knowledge of a staff. Children are protected because they are never left unsupervised with anyone who has not been vetted. Visitors are requested to sign in and out of the nursery. However, the procedures to obtain contact details are not developed. Children have independent access to a good range of play provision and resources. All furniture, equipment and play resources are clean and well maintained. The provision available is suitable for the ages of children attending the nursery. Effective procedures are in place to monitor the safety of all equipment as this is included as part of the daily and ongoing risk

assessment. Children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency.

Children are safeguarded from harm and protected because staff have a good understanding of their role with regards to protecting children in their care. The designated staff member who leads on such issues regularly attends training and staff are aware of how to record concerns and they know what to do if an allegation is made against them.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are confident and happy, enjoy their activities and are interested in their play. They move around the rooms freely and make choices as to what they want to do. They interact well and form good relationships with each other and with staff. They show good levels of engagement and participate well during large group sessions. They ask questions and are interested in what is going on. Children are confident in the routine. Children are introduced to lots of descriptive vocabulary and enjoy using new and interesting words when discussing their sensory experiences whilst playing with the sand, water, flour and custard. They are encouraged to share books, and enjoy reading alone or listening to their favourite stories. Interaction between staff and children is very good throughout the whole nursery. Babies babble with delight responding to gestures and copy language introduced by staff becoming skilful communicators. Children learn to do things for themselves and they gain confidence knowing that the adults are close by and are ready to support and help if needed.

Nursery Education

The quality of teaching and learning is outstanding. Children make very good individual progress in their learning because they are supported by staff who have a secure knowledge of the Foundation Stage Curriculum and the staff are skilful in the way in which they question them. They use children's individual interests to help introduce new skills, and consolidate existing knowledge, and ask open ended questions, encouraging children to think through ideas for themselves and solve their own problems. Children benefit from the organisation of the routine and use of space encouraging them to make their own decisions about their learning, and play a full and active role. They choose from a wide range of play provisions and resources and wander freely between the inside and outside learning environment. Effective procedures are in place to assess and monitor children's progress on a regular basis. Good assessment of children's individual achievements and progress enables staff to plan according to children's individual needs and abilities. Children have an individual plan, which highlights the stepping stones and targets to be worked towards and offers suggestions as to how this may be achieved. Staff have a good knowledge of children's individual abilities, strengths and areas for development. They use this, together with information gained from assessment, to help plan the next steps in children's individual development.

All children are interested, excited and motivated to learn. They thoroughly enjoy exploring the wide range of interesting learning opportunities available to them, such as painting, water play, music, role-play and creative opportunities. They are developing confidence, independence and pride in their achievements. They are kind and helpful towards each other and behave very well. They relate very well to staff, adults and peers and talk freely about their home and community.

Children are developing good communication skills. They are able to recognise their name and many can also recognise the names of their peers. Children are confident writers. They frequently attempt writing during role-play and easily recognise everyday situations when writing is used. Children are developing their writing skills and many children can identify all of the letters of the alphabet and the sounds that they make. Children enjoy opportunities to share news and talk about their families and home life during circle time. Children talk about the places they have visited with their families locally, beginning to gain an understanding about their local environment. They have a good time participating in group story sessions. Children recognise their names on cards and are introduced to different sounds through the use of phonics. They begin to recognise words, and their understanding of sounds and letters is promoted throughout the nursery; for example, resources and children's work is displayed and labelled using words.

Children have access to a range of mathematical resources enabling them to develop concepts of size, weight and measurement. They use mathematical language everyday in their play, for example when exploring weight and measure in the water tray. Children gain confidence in their use of numbers, as they help to count the number of children present at group time and work out if there are enough snack plates for everyone at their table. They enjoy counting songs and rhymes, and develop their understanding of concepts such as 'one less' as they act out and sing.

Children's progress in knowledge and understanding of the world is good. They develop their early information, communication and technology skills, for example by using the mouse to control the computer game. Children demonstrate a strong interest in the world in which they live. They have good opportunities to use all their senses to learn about living things, objects and events. They talk about planting seeds and watching their herbs grow. Children's learning is further enhanced by regular visitors, such as a drama teacher, a yoga teacher and a fireman, who talk about their work and help children to keep themselves healthy and safe.

Children are learning to move around confidently, both indoors and out. The outdoor play area is used effectively and indoor activities are taken outdoors. Children develop good spatial awareness and control their body movements very well whilst walking, running and negotiating obstacles. Children demonstrate increasing control as they perform during yoga sessions. They are becoming aware of changes in their body, as a result of physical activity. All children are developing good hand-eye coordination through using one-handed tools and equipment with increasing control. The outdoor area is well planned to ensure that all areas of learning are covered. Children can choose to read a book, write, draw, or role play. Large physical skills are developing through a wide range of opportunities such as a teddy bear hunting game.

Overall children have a very good time and become confident learners.

Helping children make a positive contribution

The provision is good.

Children benefit because staff have a secure knowledge of their individual family and home circumstances and they gain an awareness of themselves and an understanding of the wider world through activities linked to topics. Regular activities linked to celebrations and festivals such as Eid, Diwali and Christmas, and the use of everyday play resources which reflect a diverse society, help children gain an awareness of their community. Children are encouraged to appreciate all cultures and religions. Staff skilfully use the children's own experiences to help them recognise differences and similarities in the world around them, for example, when they think about Diwali and compare this to their own firework celebrations.

Children's social, moral, spiritual and cultural development is fostered. Children's behaviour is good, they are aware of the nursery routines and expectations, and respond readily to them. Children are happy on arrival and are able to quickly settle. They enjoy talking with each other and greeting staff. Staff are good role models, they speak to children and each other with concern and respect at all times. Staff and children come from a wide variety of backgrounds and staff make every effort to support parents and children who have English as an additional language. Appropriate systems are in place to support children with learning difficulties/disabilities. The setting has developed a positive working relationship with the local authority and provide an additional support worker who is able to give individual support.

Partnerships with parents and carers are good. Children's individual needs are well met because staff have effective procedures in place to ensure that relevant information is consistently exchanged; for example, children's personal needs are discussed and agreed, using formal contracts and agreements.

Parents input is valued, they are made welcome in the setting and a number help on outings or when celebrating faith festivals. Parents receive good quality information about the setting when the children first start at the nursery.

The partnership with parents of children who receive nursery education is good. Parents are given information about the Foundation Stage of learning before their child commences their funded place. Regular parents evenings provide opportunities for parents to speak with their child's key worker and discuss their child's progress. Children's individual needs are met because staff have effective procedures in place to ensure that relevant information is consistently exchanged. Comprehensive policy statements are in place. Children's learning and day to day progress is shared with parents or carers through notice-boards, posters, progress files and reports. Comments received from parents indicate that they are happy with the quality of childcare and education provided and that children thoroughly enjoy attending.

Organisation

The organisation is good.

The nursery is well organised and all staff have a good knowledge and understanding of the policies and procedures. These are implemented in practice to promote children's health, safety and well-being. Good systems are in place to ensure that all staff are appropriately vetted and suitably qualified. A clear and well organised induction programme ensures that staff are well prepared and equipped for their role. Regular staff supervision and observations are carried out by the manager to ensure that good care practices are maintained. Staff are enthusiastic and reflect their passion about their work, they feel valued and are actively encouraged to attend a wide range of training. Staff's clear understanding of their roles and responsibilities within the group helps ensure sessions run smoothly.

Children are cared for in a well organised environment. Children are grouped appropriately, and staff are deployed effectively. Designated roles are allocated appropriately, and all practitioners are allocated areas of responsibility and encouraged to play an active role in the nursery. Good staff to children ratios are in place in the group rooms, which enables children to receive individual attention at times. Room leaders in each room are appropriately qualified and have relevant experience.

The quality of leadership and management is good. Staff are well supported, and comprehensive policies and procedures effectively underpin the work of the nursery. The quality of teaching

and learning for children is continually monitored and evaluated because the managers and staff all work collaboratively as a strong team, demonstrating a strong commitment to helping children to reach their full potential. Regular planning meetings are held to ensure consistency and to highlight how individual children's development needs can be incorporated into general activity planning.

All required paperwork is in place, well organised and stored with an awareness of confidentiality. Good systems are in place to ensure that all staff are appropriately vetted and suitably qualified. A clear and well organised induction programme ensures that staff are well prepared and equipped for their role. Regular staff supervision and observations are carried out by the manager to ensure that good care practices are maintained.

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

Improvements since the last inspection

The nursery was asked to devise and implement an action plan to ensure that books are readily accessible to the younger children at all times and to keep a record of the hours of attendance of staff and of children looked after on the premises.

The nursery has arranged the book corner in such a way that the younger children can easily choose and pick the books that they are interested in and can read and enjoy them looking independently and with peers.

The records of attendance of staff, and of children looked after, are maintained with details such as arrival and departure times.

The nursery was also asked to further develop assessment systems to ensure that the information gained from observations is used to inform planning for the next steps for children's learning and to develop systems for sharing information gained from assessments with parents.

There have been improvements in assessing and planning procedures. The system for planning and assessment has been developed to ensure children's assessments records are now used to guide individual planning. The continual assessment of their progress towards the early learning goals enables staff to identify the next steps in children's learning, which helps to inform planning, and information is now shared with parents in a variety of ways. For example reports are sent home and progress is discussed verbally with parents.

Complaints since the last inspection

Since the last inspection there have been no complaints that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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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):

- develop the procedures for the recording of visitors to include information about where they have come from.

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):

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