

Ford Road Children's Centre

Inspection report for early years provision

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Inspector Amanda Gill

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Ford Road Nursery was registered in November 2007 and is situated within Ford Road Children's Centre. It is managed on behalf of the London Borough of Barking and Dagenham (LBBD) by Westminster Children's Society. Children have access to appropriate toilet facilities and can play in a large secure garden area under supervision.

The nursery is open on Monday to Friday from 08.00 to 18.00 for 51 weeks of the year. Children attend for a variety of sessions. The provision is registered to care for 50 children in the early years age group. The provision is registered to care for children on the Early Years Register. There are currently 29 children aged six months to under five years on roll.

There are 10 members of staff, all of whom hold relevant childcare qualifications. The setting regularly supports volunteers and students. The setting receives support from the area Special Educational Needs Co-ordinator (SENCO) via the local Early Years Development and Childcare Partnership (EYDCP).

Overall effectiveness of the early years provision

Children's individual needs are met to a high standard as staff are proactive in ensuring they have a good knowledge of the individual needs of the children in their care. The manager and staff take effective steps to ensure they continually improve the outcomes for children. Policies and procedures are embedded in practice to effectively promote children's welfare and learning.

The setting uses self-evaluation to identify both key strengths and areas for improvement within the setting. The manager is constantly working with the staff to strive to improve the outcomes for all children who attend the nursery.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve systems to identify the starting points of all children at the setting.
- build on current links with different settings to ensure a coherence of learning and development for all children in the Early Years Foundation Stage

The leadership and management of the early years provision

The setting is lead by a well informed, well organised management team. Both Westminster Children's Society and the manager of the nursery show considerable commitment towards promoting good outcomes for children, through updating policies and procedures and monitoring the planning, assessment and evaluation processes to ensure that children's progress is consistently improving.

Clear and robust procedures have been implemented for recruiting and managing the continuing suitability of staff. Regular appraisals, training and strong vetting procedures help to develop the motivated and secure workforce and promote the safety of all children in the setting. All staff carry out daily safety checks of the building and, the rooms and the resources to ensure all is safe for the children and to minimise risks. Resources are effectively managed to ensure that children have safe access to a wide range of enticing and stimulating activities that help to promote their good progress. Staff have undergone suitability checks, therefore safeguarding children. Daily registration systems ensure all children and adults are accounted for and visitors sign in and out of the setting.

Children self-register placing their photographs on the 'I am in today' board, using photographs and help to tidy up displaying a sense of responsibility and belonging. Particular strengths within the group include children's awareness and understanding of safety issues and staff management of children's behaviour. Staff are clear about their expectations and as a result children understand the need to share and take turns. Children's overall development is supported well by the good relationships established with their parents. Parents are warmly welcomed into the nursery and given a good range of information about the setting, including a welcome prospectus. The manager has implemented good systems to communicate with parents. All children benefit from this continuity of care. Parents have access at all times to up-to-date written assessment records in their child's 'learning journey', and are able to talk and meet with the staff at any time to discuss the welfare and development of their children. The parents receive informative feedback at the end of the child's sessions and receive regular newsletters which keeps them up dated with what is happening in the setting. The management also organise open evenings where parents and staff meet informally to get to know each other and discuss children's learning and the curriculum provided.

Westminster Children's Society and the nursery manager consistently take steps to evaluate and review all aspects of the provision and have a clear understanding of the strengths and weaknesses of their setting. This helps to secure improvements and helps underpin the good level to which they can meet children's individual needs. The staff work well with the parents and carers of the children, valuing their contribution as partners in their children's learning. They work with other professionals in the local authority and liaise with the children's centre daily to ensure that they meet the care needs of all the children. However, the current links with different settings do not provide a consistent approach to each child's learning and development within the Early Years Foundation Stage.

The quality and standards of the early years provision

Children are well settled and go about their routines with increasing confidence. They are encouraged to follow good hygiene practices to prevent the spread of germs. For example, they know about washing their hands before they eat and after using the toilet and use the steps which are provided to help them reach the wash basins on their own. Children enjoy healthy snacks and access fresh drinking

water independently to support their good health. They develop good independence as they self-register, help out at snack and meal times and see to their personal needs.

Children's health needs are well supported as sufficient staff have up-to-date first aid training and they have a clear understanding of the importance of recording accidents and obtaining permission to administer medicines. Children play in a secure environment, carefully supervised by staff who monitor all visitors to ensure their safety. A daily check list has been drawn up indicating which areas of the nursery should be checked to identify and minimise hazards both indoors and outdoors. Children are encouraged as much as possible to be responsible for their own and their peer's safety. The staff do this in many ways such as, involving them in conducting health and safety checks of the nursery and talk to them about what they are looking for and why.

Children demonstrate considerable enthusiasm for activities and are able to explore new ideas both during group work and individually. Children are inquisitive and ask a number of questions that are answered sensitively and patiently by staff. Staff, in turn use a range of open questions to encourage children's critical thinking and to extend their learning, for example asking the children about the bubbles in the water and how they will wash the dolls. Staff engage with children in a calm and settled manner. They use supportive language and are quick to praise their achievements. As a result, children develop self-confidence and feel good about themselves. Staff are knowledgeable about children's additional learning needs and ensure they are helped to take part fully in the activities on offer.

Interaction between staff and children is really good across the nursery. Staff know children well and play alongside them supporting their learning. Staff recognise the learning potential from activities they provide, particularly in relation to outside play and use these to develop their weekly plans. Although, there are good systems in place to identify children's individual needs on entry, they do not currently identify children's starting points before they attend the nursery. Planning is individualised, tailored to match children's abilities and interests for all children in attendance. Secure procedures are implemented to assess children's ongoing progress and this information is used effectively to identify learning priorities for individual children.

Consultation with the children is a huge strength of the nursery. Children are consulted where possible in all activities and experiences while maintaining a balanced curriculum. The children in the 2–5 years room hold their own planning and assessment meetings, in order to discuss their likes and dislikes within the group setting. Children are given minute sheets to mark make on with their own minutes and a member of staff takes minutes alongside them. These are displayed on a notice board in the foyer for all parents and visitors to see. This builds children's confidence and aids them to value themselves and their peers, recognising the differences and similarities between themselves, the way in which they communicate, their families, homes and cultures. Diversity is reflected throughout the nursery and children's individuality is truly appreciated and celebrated. This helps to foster good relationships between children enabling them to solve conflicts and work well together.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since 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.