

Heritage Day Nursery

Inspection report for early years provision

Unique reference number EY377560
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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

Heritage day nursery was registered in 2008 and operates from an industrial building currently used as a church in Dagenham, in the London Borough of Barking and Dagenham. The provision is registered on the Early Years Register to provide care for 26 children within the early years age range. There are currently 13 children on roll and of these nine were present at the time of inspection. They are open between the hours of 08:00am until 18:00pm Monday to Friday all year round.

There are three members of staff employed to work directly with the children and they all hold appropriate qualifications in early years and education. The setting receive support from the Early Years Development and Childcare Partnership (EYDCP)

Overall effectiveness of the early years provision

Staff at Heritage Day Nursery have a very good knowledge of each of the children's individual needs, as a result staff promote the children's welfare and learning development with great success. All children engage in activities and have equal access to the wide range of play activities, equipment and resources. Staff maintain excellent relationships with a wide range of agencies to support every child and help nurture their personalities, skills and abilities. Policies and procedures are embedded in practice to effectively promote children's welfare and learning. The manager is very aware of the strengths and areas for improvement within the setting and discussed these during inspection feedback. She is constantly working with the staff to strive to improve the experiences on offer for 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 children's individual learning needs on entry to the setting to ensure consistency in the completion of the entry profile forms to assess the starting points of all children at the setting

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment,
(Safeguarding and promoting children's welfare)

15/12/2008

The leadership and management of the early years provision

Children benefit because there is a common sense of purpose between the manager and staff who work well together as a team. Communication is highly effective across the nursery as staff share informal discussions, meet weekly to plan activities and engage in full team meetings on a regular basis. Strong informal relationships with parents are established, which helps children to settle and gain in confidence. Information about children's day, routines and activities are exchanged through discussion at the end of sessions and through the use of the 'two-way flow' communication books between parents and their child's key person.

All documentation required is available and maintained to a good standard, policies reflect the very good practice set by staff. All staff are trained to a Level 3 in childcare and the manager has implemented a training plan for all staff to continue their personal development and increase their knowledge. Therefore, the setting is clearly taking very good steps to promote improvement. All staff have completed training in first aid and in addition are booked to attend training in food safety & hygiene, observation and assessment, fire safety, child protection, enabling environments, preparing for transition and listening to young children. Children's welfare is well promoted with very good organisation for risk assessment and staff have an excellent knowledge of safeguarding children and policies and procedures are fully reflected in practice. Staff have undergone suitability checks, therefore safeguarding children. Written risk assessments support children's safety, as the premises are checked daily for safety hazards. Daily registration systems ensure all children and adults are accounted for and visitors sign in and out of the setting.

Most of the required accident and medical records are in place. However, the setting have failed to obtain written permission from parents for seeking emergency medical advice or treatment which is a legal requirement of the Early Years Foundation Stage. Sickness procedures promote children's health, by ensuring children who are sick are kept at home until they are better. The settings hygiene routines are very good, staff wear appropriate aprons and gloves when preparing food or changing nappies and children are encouraged to learn about their own personal hygiene. Children behave well, and know right from wrong and they learn about healthy eating as they are offered very nutritious snacks, meals and drinks. Children have access to a very good range of play resources and child sized furniture, that is appropriate to their care and learning.

The nursery has good systems in place to help them identify their key strengths and areas for development in the provision. They regularly evaluate their service and ask parents for regular feedback by asking them to place their suggestions in the comments book provided. They are encouraged to share their views and make suggestions for improvements to the service or activities they would like to see. Ongoing suitability of staff is monitored through an effective appraisal system which identifies individual training and development needs. The result is a staff team who effectively support and include all children.

The quality and standards of the early years provision

Children are extremely happy and settled at nursery. The effective implementation of the key person system helps to secure trusting relationships between staff, children and parents and promotes children's sense of security and belonging. Children are confident and independent learners who benefit enormously from the daily routine and organisation of space, inside and out. They independently access resources and make choices in a stimulating, well equipped and resourced learning environment.

Staff ensure children learn about the world around them in a fun and educational manner, which children greatly enjoy. Children express wonderful imagination and creativity when squeezing shaving foam through their fingers, playing in the home corner and when practising their Christmas play. Staff use large books during story time and encourage the children to interact with rhymes such as 'Pat-A-Cake' when reading 'Grandma's coming to town'. They use large number and alphabet charts to aid circle time discussions with their peers and sing songs. Children's language skills develop well learning new vocabulary, recognising print and listening and matching sounds to objects. They solve problems, develop curiosity and have daily access to information technology.

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 short and long term plans. Although, there are good systems in place to identify children's individual learning needs on entry, these are not always completed to ensure they are consistent to assess the starting points of all children at the setting. 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.

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. Children discuss group rules showing a good understanding of right and wrong and talk about why it is not safe to run inside. They 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.