

New Beginnings Day Nursery

Inspection report for early years provision

Unique reference number EY366582
Inspection date 25/11/2008
Inspector Lisa Paisley

Setting address Children's Centre, Alderton School, Alderton Hall Lane,
Loughton, Essex, IG10 3HE
Telephone number 01708 553252
Email info@newbeginningsdaynursery.co.uk
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

New Beginnings Day Nursery was registered in 2008. It operates from within the grounds of Alderton School in Loughton, Essex. The nursery is open from Monday to Friday between 08:00 and 18:00 all year round, with the exception of bank holidays. The setting is part of a Children's Centre and a range of additional services are offered. All children can access a secure enclosed outdoor area. Disabled access into the building meets the requirements of the Disability Discrimination Act (DDA).

The provision is registered to care for 44 children at any one time and there are currently 49 children under five years of age on roll who are within the Early Years Foundation Stage (EYFS). The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children come from the local area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 10 staff. Eight of the staff, including both managers, hold appropriate early years qualifications. Two members of staff are currently attending training. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children's individual needs are met to an exceptionally high standard as staff have an extensive understanding of the uniqueness of each child in their care. All children make outstanding progress in their learning and development and their welfare is extensively promoted. The management team and staff are highly professional and consistently take effective steps to ensure that they continually improve outcomes for children. Effective monitoring and evaluation systems of the nursery enable the staff to consistently review and develop their practice to ensure effective continuous improvements while a minor improvement is required.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop self-assessment to ensure continuous improvement is sustained.

The leadership and management of the early years provision

The considerable range of documentation which is comprehensive and accurately completed ensures children's individual needs are met to a high standard and are fully safeguarded. All staff hold appropriate early years qualifications and the

secure induction procedures and ongoing appraisals ensure that they all have an excellent understanding of their roles and responsibilities. Staff are required to attend mandatory health and safety and child protection training and further professional developmental opportunities are consistently promoted within the nursery. Consequently staff are highly dedicated, professional and consistently effective in their roles, ensuring children flourish in a well-organised, safe and calm environment.

Self-evaluation systems have been effectively developed, ensuring all staff have a fundamental understanding of the nursery's overall effectiveness. The management and staff team have worked hard to develop effective relationships with all the parents and others, as a result, transitions and continuity is an integral feature of the provision to ensure children are effectively cared for, promoting security and continuity of care.

The quality and standards of the early years provision

The provision has extensive planning, assessment and observational systems in place that are used successfully to record and monitor each individual child's progress and overall development. This ensures that each child receives extensive and enjoyable, challenging experiences across the six areas of learning. Children's individual interests and developmental needs inform future activity plans as staff have an excellent understanding of the Early Years Foundation Stage (EYFS) and how children play and learn. Consequently, children are making outstanding progress in all areas of learning. Their individual achievements and positive behaviour are valued as staff effectively support children, this includes sticker charts, certificates and 'star of the week' awards. Children with English as an additional language and those with learning difficulties are effectively supported as staff are skilled as to the appropriate action to take in supporting children who have additional needs.

All children are secure, confident and settled within the nursery, in which all children flourish. Staff have particularly concentrated on children's personal, social and emotional development in helping to develop their confidence, self-esteem and relationships with peers. Older children are becoming confident talkers using a range of vocabulary to express their thoughts, feelings and recent experiences, for example, starting school and birthdays. Children are developing positive dispositions towards their learning and play as they work hard at completing self-chosen activities; this includes making cakes and marble painting. Early mathematical skills are effectively promoted through daily routines and planned activities such as cooking, sand and water play where children develop an understanding of weight, size, capacity and volume. They enjoy learning about the natural world through daily routines, for example, ensuring there is adequate food and water for the birds and other local wildlife. The outdoor area is extensively used all year round as the garden area has been effectively designed to provide children with a variety of play activities and experiences. Children are confident in their physical skills as staff successfully support the younger children with close supervision. The older children move confidently both indoors and outside negotiating space, for example, the garden steps successfully.

Safeguarding and promoting children's welfare is an outstanding aspect of the nursery, as managers and staff have an excellent understanding of their role in the protection of children. The premises are effectively planned, and are secure, both indoors and outside and collection procedures are in place if someone other than a parent is collecting a particular child. Children develop healthy eating habits because they have a choice of different fruit and vegetables such as bananas, grapes and carrots at snack time. All food is freshly prepared on site, ensuring that meals and snacks are low in salt and sugar content. Menus are reviewed regularly, considering both parents' and children's comments. Children are developing an understanding of keeping themselves safe through staff's consistent reminders, for example, tidying away toys, using play equipment appropriately and moving around the premises safely. An enabling environment has been successfully created as staff are highly skilled at actively promoting children's participation within all areas of the nursery.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.