

# Billets Corner Day Nursery

Inspection report for early years provision

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**Unique reference number** EY280017  
**Inspection date** 19/03/2009  
**Inspector** Sharon Henry

**Setting address** ADJ-Sainsbury's Low Hall Store, 11 Walthamstow Avenue,  
London, E4 8ST  
**Telephone number** 0208 523 3823  
**Email**  
**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

Billets Corner Day Nursery was registered in 2004 and is a part of the Bright Horizon Family Solutions chain. The nursery is situated within the London Borough of Waltham Forest and based within the Low Hall Sainsbury shopping complex. Transport and local amenities are in walking distance. The premises is purpose built. The building is open plan and is partitioned during parts of the day.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to provide care for 45 children in the early years age group. There are currently 53 children on roll, all of whom are in the early years age group and some of whom attend on a part time basis. The nursery supports children who speak English as an additional language. The setting operates Monday to Friday from 07:00 to 19:00.

The nursery employs 14 members of staff, including the manager, all of whom hold a recognised childcare qualification.

## Overall effectiveness of the early years provision

The staff team value the uniqueness of each child. They ensure their individual welfare needs are fully met, which significantly contributes to their learning and development. Children are making good progress towards the early learning goals because they feel safe and secure within the inclusive, organised and well-resourced environment. Staff are implementing the Early Years Foundation Stage well with aspects for improvement they acknowledge. Strengths and weaknesses are identified within the self-evaluation form and clear objectives identified to improve outcomes for children. Partnership with parents is strong, which ensures their children's individual needs are recognised and consistently met.

## What steps need to be taken to improve provision further?

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

- extend the opportunities for children to learn about the wider world and further develop the resources that reflect diversity and technology.
- further develop children's literacy skills with regard to them having the opportunity to label their own art-work

## The leadership and management of the early years provision

The nursery is well organised and managed. All staff are qualified and committed to attending further training to enhance their knowledge and understanding, which enables them to provide a good quality of care and learning for the children. Documentation which is required for the safe and efficient management of the setting is well organised, covers most issues thoroughly and is used effectively to

promote all aspects of children's health and safety. For example, safeguarding procedures and security systems are understood and followed vigilantly by all staff.

Detailed risk assessments for the environment, resources and the outside area have been devised. Staff undertake daily risk assessments and revisit these as necessary. They are vigilant of children and ensure they supervise them carefully. The organisation ensures the suitability of staff through use of appropriate recruitment, vetting, induction and appraisal procedures.

Children enjoy the healthy, balanced and nutritious homemade meals and snacks, prepared by the well experienced cook. For example, spinach, fish, breadsticks and fruit. Dietary needs are fully met in line with information gathered from parents. Children are well-hydrated as they receive drinking water with all meals and more often during the warm weather. Through everyday routines, such as hand washing before meals and after playing in the garden, children are learning about the importance of good hygiene practice. Effective nappy arrangements, such as staff wearing disposable aprons and gloves and the disposal of nappies, help to minimise the risk of cross infection.

Children benefit from the close relationships developed between staff and parents. Children and parents new to the setting are able to settle in at their own pace due to the flexible procedures and caring staff. Parents and children consequently establish confidence with staff during this period. Children's ongoing care needs are met as staff exchange relevant information on a daily basis, both verbally, and, for younger children, in writing. For example, staff complete daily record sheets for younger children. Parents are confident to speak to the approachable staff about any issues regarding their child's care.

The management have a positive approach to continuing improvement and recommendations from the last inspection have been acted upon. The nursery has identified some strengths and weaknesses and systems are in place to continually evaluate and monitor the care and education provided. The management team and practitioners work well together and share a common goal of raising the outcomes for children and their families.

## **The quality and standards of the early years provision**

Staff have a clear knowledge and understanding of the Early Years Foundation Stage. Staff create a very stimulating learning environment and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. Good questioning techniques challenge the children's thinking and lots of praise and encouragement builds the children's confidence and self-esteem. The highly committed staff role-model good behaviour and interact with children effectively. They aid the children's developing independence through their use of language and effective use of questioning. This helps promote children's communication and language skills.

Children learn to keep themselves safe through clear boundaries and explanations from staff, for example, not running inside and not walking with the scissors.

There are effective security measures in place to ensure that access to the building is restricted. For example, visitors are vetted before gaining entry and are required to sign in and out, all of which contributes towards children's safety. Fire drill records show that children are learning to leave the premises quickly and safely. Staff's good knowledge of child protection issues ensures that children are protected from harm and that their welfare is safeguarded.

Children enjoy being creative as they manipulate the play dough, they use tools such as rolling pins and shape cutters, they discuss the different shapes they create. They confidently use scissors and glue sticks to cut from catalogues and make designs. A good range of materials, such as feathers, cotton wool and marbles, enables children to extend their creativity. Some planned activities help children to learn about themselves and others. For example, they celebrate St Patrick's day, by painting shamrocks and wearing the colour green. They enjoy a meal of Irish stew as part of the celebration. However, resources that represent the cultural background of the children are somewhat limited as are the opportunities for children to explore information and technology.

Children engage in a good range of physical activities that help keep them healthy, such as daily access to the outdoor area, where they play with equipment such as bikes and the slide. They play games using balls that encourage their coordination as they throw and catch. They spend a considerable time playing with the parachute as they crawl underneath and become excited as they raise it in the air. Children over two benefit from a weekly structured gym session called 'tots in sport' where they participate in different activities, such as hockey, basketball and football. They use equipment such as hoops, skittles and balls and develop skills such as a jumping, balancing and skipping.

Staff interact positively with the children, they spend time sitting at their level and show an interest in what they are doing and saying. Children are confident in approaching staff and eager to share their achievement. For example, one child proudly pointed out the mother's day card she made the day before. Children have access to some writing materials as well as other resources which promote fine finger skills. However, staff do not always extend this further. For example, they are not encouraged to try and write their own names, as staff label their art-work.

Babies and toddlers are encouraged to express their thoughts and feelings as staff interact positively with them, encouraging the children's developing language skills. Their creative and imaginative development is encouraged through activities such as arts and crafts, painting, listening to music and role-play. Under-tuos enjoy exploring the treasure baskets as they learn about the different textures and properties of a range of materials.

Children's individual learning journey is recorded and tracked in personal profiles. Systems to monitor children's progress are thorough and carried out sensitively as children play. Staff use observation skilfully to establish children's level of development and use this well to plan for their continued learning. This information is available to share with parents and any other providers within the Early Years Foundation Stage. The broad range of resources set out daily positively

invites exploration and sustained concentration and covers all areas of learning and development effectively.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 the last inspection.

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.