

Lanterns Nursery

Inspection report for early years provision

Unique reference number EY372099
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Inspector Debra Davey

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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 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

Lanterns Nursery has been operating since 1995 and transferred to the ground floor of new premises in 2008. It is a privately run organisation, located in Docklands, around the Millharbour area. The nursery serves families from the local residential area and students from the local college, also children of working parents who commute into the area. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open from 08.00 to 18.15 for 50 weeks of the year. Children have access to an enclosed outdoor play area. A total of 68 children may attend at any one time. There are currently 48 children on roll. Fifteen staff work directly with the children. The setting supports children with learning difficulties and there are accessible toilets in the building. Most of the staff hold appropriate childcare qualifications ranging from NVQ Level 2 to Level 3. The setting receives support from the Early Years Advisory Team.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. The system for timetabling children's daily activity does not meet the learning and development requirements of the Early Years Foundation Stage (EYFS). Therefore, children's learning is not effectively promoted. Children's welfare needs are met through the attentive care of staff although planning does not go far enough to support children's individual needs. As a result, inclusion is not promoted. Parents are generally happy with the nursery but are not given enough information to be able to become fully involved in their child's learning. Although the nursery manager has started to develop a system of self-evaluation, it is not sufficiently reflective to plan for improvements to the programme of learning and development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- provide a range of age appropriate experiences which help to promote the six areas of learning (the early learning goals) 24/07/2009
- put into place an effective system for planning which involves parents and takes into account children's starting points, interests, abilities and individual needs (the educational programmes) 24/07/2009
- devise an effective system for observation and assessment which is used to plan for children's individual needs and to move children on to the next 24/07/2009

stage in their learning (the assessment arrangements)

To improve the early years provision the registered person should:

- update the policy relating to Safeguarding to include dealing with allegations against staff.

The leadership and management of the early years provision

The leadership style of the setting and daily timetabling of children's activity has brought about some weaknesses in the programme for learning and development. Staff have not been guided towards effective implementation of the Early Years Foundation Stage. Thematic planning fails to take into account children's starting points of learning or sufficiently draw upon their interests. Although there are systems in place to observe children, it is not evident how progress is reviewed and activities changed according to individual achievements. The daily routine requires most children to move from room to room, for play experiences. As a result, children are not given enough opportunities to make choices and explore independent learning. Children have limited access to resources to develop a sense of belonging and learn about the wider community, therefore, inclusion is not promoted well. Parents spoken to during the inspection expressed praise and support for the nursery. However, partnership for children's learning has not been fully established as there is no shared tracking of child progress. The manager welcomes support from outside agencies although full implementation of the statutory framework for the Early Years Foundation Stage has not taken place. This is largely due to the fact that self-evaluation has not been sufficiently developed to monitor the effectiveness of the setting and to plan for improvements to the overall learning and development programme.

The quality and standards of the early years provision

Friendly and approachable staff give the utmost attention to children's care needs and, as a result, the children are generally happy in the setting. The group rooms are light and spacious but most of the essential resources such as creative, physical and role play materials are stored in other rooms, visited by the children for allocated slots of time. For example, a group of children aged two to three years really enjoyed their time in the gallery room, using free play opportunities to explore sand, water, painting, play dough and cutting and sticking. Staff know children well and provide support for children, as they learn through their play, but the constraints of a timetable limits the experience. As a result, children are not able to access resources fully or revisit and consolidate their learning, as appropriate to their age. Babies spend time in their 'baby school' where the routine allows time for rest and sleep although there is too little planning for their development. The environment is not sufficiently enabling for babies to explore and enjoy rich visual stimulation. Children develop good relationships with both adults and their peers and learn to behave well through the positive role modelling of staff. Children with English as an additional language are encouraged to join in activities but there are few opportunities for them to develop and use their home

language in their play and learning.

The provision has operated for many years, previously in a different setting, and the systems in place used to support children's welfare are satisfactory. For example, records, policies and procedures are used effectively, although documentation relating to safeguarding needs some updating, staff have clear knowledge and fully understand their role and responsibilities. There is a system in place to ensure that staff undergo appropriate checks to be in the proximity of children. There is a sufficient number of staff qualified in first aid to ensure that children are well protected in the event of an emergency. Information regarding children's needs such as their care, medical and dietary requirements are gathered from parents before the child starts. There is a key person system and information is provided for parents about their child's daily routine.

Overall, whilst welfare requirements are being met, children are not provided with sufficient opportunities to help them make progress across all areas of learning and development. Planning is ineffective and does not take into account children's starting points of learning, their interests, likes and individual needs. The system in place for recording child observations does not track the progress of children through the Early Years Foundation Stage and, therefore, does not meet requirements.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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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