

Eastbury Children's Centre Nursery

Inspection report for early years provision

Unique reference number EY379060
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Inspector S Campbell

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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

Eastbury Children's Centre Nursery is one of 19 nurseries managed by the Westminster Children's Society. Eastbury Children's Centre Nursery was originally registered in 1965, under a different company name, and re-registered in 2008. It operates from three rooms in a purpose-built building in Barking in the London borough of Barking and Dagenham. All children share access to an enclosed outdoor play area.

The centre is open each weekday from 08:00 to 18:00 for 50 weeks of the year. The children attend a variety of sessions. The setting is registered to care for a maximum of 53 children under five years at any one time in the early years age group. There are currently 53 children on roll and of these 19 children receive funding. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The centre supports a number of children with learning difficulties and makes provision for those who speak English as an additional language. The children attending the centre are from the local area and some of the parents travel to work within the borough. The centre employs 11 staff and all staff including the manager hold appropriate early years qualifications level 2 or 3. Three staff are working towards the Early Years Foundation degree. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Management have a clear understanding of their strengths and areas for improvement to promote the outcomes for all children. Practitioners have a good understanding of promoting equality and inclusion through effective partnerships and having a good understanding of children's needs. From the onset practitioners promote a welcoming environment for children by devising a photo album named 'All about Me' which includes pictures of their family life, such as photos of parents, siblings and the extended family. This is readily accessible to children and allows them to have a good sense of belonging, and offers comfort and reassurance. The centre effectively strives for continuous improvement by implementing an action plan and putting in place realistic goals which are continually met and evolving.

What steps need to be taken to improve provision further?

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

- improve procedures to ensure children's developmental records are consistently maintained to support their learning and development
- further develop planning to ensure children's learning is extended outdoors and to ensure their play is fully purposeful
- further develop procedures to ensure children are able to use simple

subtractions in everyday routines to support their learning

The leadership and management of the early years provision

There are robust vetting procedures in place to ensure children are looked after by suitable adults. The induction programme is good and ensures practitioners are fully aware of their roles and responsibilities. The staff work very well as a team and most staff have additional roles which contribute to the smooth running of the nursery, for example health and safety, Early Years Foundation Stage coordinator, SENCO, and equalities, inclusion and diversity. The manager is committed to ensuring all practitioners undertake regular training to support their current good practices and additional roles. This helps support children within the setting. Required policies and procedures are in place to promote the welfare of children.

There are good processes in place for self-evaluation and management effectively work in partnership with practitioners to ensure they are able to contribute to the on-going development of the centre. In addition both the manager and practitioners have a clear vision for the future growth of the setting to promote the outcomes for all children. The setting continually strives for improvement through a range of mediums, for example self-evaluation, staff meetings, support from the local authority and feedback from parents.

The centre values the views of parents and subsequently obtained new clear bottles to ensure they can effectively monitor individual children's daily intake of water. The centre have implemented a 'Family Week' to enable the parents to take part in children's learning, for example an art and craft session; family breakfast; making play dough; and story time session. Some parents engaged in the family breakfast occasion and provided feedback that the experience was a positive one, such as it was well organised, staff were helpful, and they enjoyed breakfast with the children and an opportunity for children to communicate with others.

The centre ensures the individual needs of all children are effectively met through working in partnership with external agencies, parents and undertaking further risk assessments. The centre currently supports a number of children with learning difficulties and subsequently has taken effective steps to ensure that the learning environment is suitable and children's welfare needs are effectively met. A number of children speak English as an additional language. To aid communication for all children practitioners encourage children to use Makaton and there are visual displays around the setting. This further promotes inclusive setting.

The children are cared for in a secure environment because there are good safety measures in place, such an entry code system to the main nursery, well documented children's files with photos of authorised adults who are able to collect children and a password system. There are robust safeguarding procedures in place and staff have a good understanding of their role and responsibility to act upon any concerns. This further promotes children's welfare.

The quality and standards of the early years provision

The children play in an attractive and child centred environment. They take part in a good range of adult-led and child-initiated activities that supports their learning and development. There are good opportunities for children to count everyday objects and use basic additions when taking part in group time sessions. The older children eagerly take it in turns to roll the large dice, count the dots, and then place the correct amount of bean bags in a basket. However, procedures require further development to ensure children are encouraged to use simple subtractions through everyday routines. Practitioners involve children in practical mathematical activities, such as using simple measures when making play dough. They are introduced to numbers through a range of mediums, such as mobiles, number friezes and number rubber mats.

Practitioners provide and create a warm and caring environment allowing children to have a good sense of belonging. Practitioners engage well in children's play to support their learning and development. The children benefit from aiding staff to prepare the garden activities and when playing with the large soft play shapes they roll around on the grass with practitioners and their peers. Practitioners give emphasis to supporting children's interests through planning and listening to children's wishes, for example on children's request practitioners act upon children's suggestion to play 'sticky fingers' outdoors.

The deployment of staff is good and children are well supervised, which ensures their safety both indoors and out. The children benefit from the free-flow of indoor and outdoor resources on offer. The setting ensures children are well equipped to play in all weathers by ensuring they have an extensive range of outdoor gear and clothing to support their learning, for example Wellington boots, umbrellas and waterproof jumpsuits. However, the systems for planning have yet to be further developed to ensure children's learning experiences are fully extended outdoors.

The children are confident learners and practitioners effectively encourage children to make independent choices through practical routines. The children are able to make informed decisions about what they would like to play with and make choices at mealtimes. Practitioners consistently work in partnership with children by allowing more able children to contribute to the weekly planning of activities. The children have access to a varied range of good quality toys to support their interests, for example the children enthusiastically take pleasure in using the child friendly digital camera to take photos of their environment and the butterflies. The children are well behaved and practitioners ensure children are familiar with the 'kind rules', for example 'we all tidy up' and 'we use our little voices'. The kind rules are implemented in partnership with children and they are revisited with any new ideas from the children prior to going out on trips. This enables children to learn how to keep themselves safe and develop an understanding of right and wrong. The children are at ease in their environment and to further develop children's understanding of turn taking and sharing an egg timer is used. This further promotes harmony ensuring children are cared for in a well organised and happy environment.

Practitioners have a good understanding of the Early Years Foundation Stage framework to support children's learning and development. Practitioners plan activities that are fun and reflect the individual needs of children, which promotes an inclusive environment. Practitioners work effectively in partnership with children's schools to ensure their learning is fully supported within the setting. Practitioners have developed good relationships with children and they are able to talk about how key-children are supported in the learning. The children's developmental records clearly identify what they can do and their next steps. Management have recently implemented processes for the monitoring of children's learning journey. However, not all children's developmental records are consistently maintained.

Throughout the day the children benefit from the close interactions with practitioners. This demonstrates trusting relationships are built. The centre places great emphasis on ensuring children are offered first hand experiences, such as having real foods to play with in the home corner and digging in the garden when the garden was in the process of being resurfaced by skilled professionals. Overall, the children are making good progress in their learning and development.

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

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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