

East London Childcare Institute (Mark Street Nursery)

Inspection report for early years provision

Unique reference number	EY267457
Inspection date	04/06/2009
Inspector	Carolyn Mary Hasler
Setting address	1 Mark Street, Stratford, London, E15 4GY
Telephone number	02085195843 ext 3104
Email	naanaababa.otoo@newham.ac.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 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

The East London Childcare Institute Nursery is one of four nurseries run by Newtec. It opened in 2003 and operates from five play rooms, a baby room and a communal play area in a purpose built building. All children share access to a secure enclosed outdoor play area. Access to the provision is through the reception area on the ground floor of the building. It is situated in a training facility for Newtec students.

A maximum of 57 children may attend the nursery at any one time in the early years age group. The nursery is open each weekday from 08:00 to 18:00, 51 weeks of the year. There are currently 54 children aged between three months to under five years on roll. Of these 24 children receive funding for early education. Children come from a wide catchment 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 14 full time members of staff, two part time and 10 bank staff who support in the event of absenteeism. Of these, nine hold equivalent level 3 early years qualifications, four hold level 2 qualifications and one member of staff is working towards a level 2 qualification.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The overall effectiveness of this setting is satisfactory. Although the setting runs smoothly on a day to day basis, there is a general feeling of planning for groups of children rather than for individuals and this means that children's needs are not always met. Since the last inspection there has been limited progress shown in meeting weaknesses, this is partly because the setting has had a number of managers. However, this situation has been rectified and the staff team are much more settled. The team leaders have a vision for the future and have demonstrated a capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure staff update knowledge and understanding of safeguarding issues
- continue to develop sensitive observational assessments in order to plan to meet young children's individual needs.
- develop key person roles to better support babies and children to become more familiar with the provision and feel confident and safe within it, developing a genuine bond with the child (and the child's parents) and offering a settled, close relationship

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

- ensure every child is included and is not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability (Organisation) 26/06/2009
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 26/06/2009

The leadership and management of the early years provision

The setting is recovering from a period of weak leadership and management and have now appointed new managers to take the staff team into the future. The new leadership and management team have addressed many of the weaknesses within a short time. However the lack of effective leadership in the past has left a legacy of uncertainty for both parents and staff as the setting has been operating on a high level of bank staff for some time. There is now an ongoing policy of building up trust and confidence. Documentation is generally in place, where documentation has not been effective, there are clear plans to introduce new documents to support welfare needs. The evaluation of the service is ongoing, through regular team meetings, there has been some changes established and the staff team are beginning to respond to stronger leadership.

Generally there is a good understanding of the early learning goals and there is some evidence of how the setting monitors children's progress through observations. However, staff lack knowledge in their understanding of individual children and confidence in how to support their needs and plan their next steps, placing children at a disadvantage. The key person system is not always effective and introducing new children is not always well thought through leaving some children feeling unsupported.

The setting's relationship with parents is generally effective. Parents have their own meeting room, where they can spend time talking together over a coffee. They have easy access to the children's profile books which are stored in this area. A synopsis of policies and procedures is available to parents at initial contact through the starter pack. They can request more in-depth information at any time. News letters and access to a suggestion box encourages parents to express their thoughts and feelings.

The policy on safeguarding is comprehensive and supports staff who express concern for individual children. However, there is a general lack of knowledge by staff and none of the permanent staff have updated training on safeguarding issues, although this is planned for the future. The premises are secure and well

maintained, arrival and departure times are closely monitored to ensure that children are handed over safely.

The quality and standards of the early years provision

Most children enjoy their time at this setting. The environment has a rich selection of resources all stored at eye level. The premises are clean and bright. Staff try their best to make children feel welcome and in general succeed. The communal play areas allows them to mix with older and younger groups and get to know all the members of staff increasing their levels of security when their key worker is absent. Friendships are carefully nurtured and encouraged and children are learning to be kind and thoughtful of others. In general they manage their own behaviour well and they are developing social skills.

Children's language skills are generally promoted. New language is introduced into their play by staff who engage them and offer suggestions. However, those with communication difficulties or who find large group activities challenging are not always well supported and feel excluded particularly through activities such as story and song time. A selection of challenging sorting and matching games and construction equipment helps them to problem solve.

Children are aware of their natural surroundings, they bring insects from the garden to show staff and enjoy talking with staff about the climbing roses on the garden wall. Activities such as sand and water play are readily available and well supported by staff who engage them in their play as they explore volume, size and shape. They have opportunities to explore technical equipment such as computers, calculators, radio and disc players and this helps them express themselves in different ways rather than through language. The staff's knowledge of child development increases their life chances and future economic well being.

Children's safety is successfully supported. They play in an environment where staff have taken steps to make safe but they are also able to explore and be creative taking reasonable levels of risk as they learn to assess risk for themselves. Clear and consistent boundaries help them make choices and supports their understanding of why rules exist and this gives them confidence to know what is acceptable and what is not.

They are learning about healthy lifestyles, their health is promoted through daily routines and by having clear procedures in place. There is a good understanding of healthy eating. Snacks and drinks are at hand throughout the morning and children are actively encouraged to help themselves. There are lots of opportunities for them to be physically active and exuberant both inside and out. Activities such as climbing, jumping and rolling alongside ball skills helps them develop large motor skills. This has a positive impact on their well-being. While access to scissors, pencils and paint brushes all help them develop their fine manipulative control. The staff act appropriately to support children when they are feeling unwell and use preventative measures to stop the spread of infection. They understand that by teaching them good hygiene skills and practising hygiene procedures routinely, this prevents germs from spreading.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
--	-----