

# Belmont Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY311557
<b>Inspection date</b>	22/07/2009
<b>Inspector</b>	Justine Leong
<b>Setting address</b>	69 Belmont Road, Ilford, Essex, IG1 1YW
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<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Belmont Day nursery opened in October 2005. It operates from three rooms in a converted doctor's surgery in a residential area of Ilford, in the London borough of Redbridge. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year.

There are currently 67 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare register.

There are 18 members of staff. Of these, 15 members of staff, including the managers, hold appropriate early years qualifications. Both managers hold level 4 management qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Staff work very well together to create a relaxed and productive atmosphere in which children thrive. Many interesting learning opportunities are provided and children make good progress in all areas of development. Staff work in close partnership with parents and carers, helping to ensure individual welfare needs are consistently met. The managers and staff have a clear vision for the setting and have effectively identified areas for future development, ensuring children continue to receive high quality care and education.

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

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

- ensure staff are aware of who is the designated lead person for safeguarding
- ensure that planning for individuals is used to provide each child with a consistently enjoyable and challenging learning experience.

## **The leadership and management of the early years provision**

The managers and staff work closely together to form a friendly, welcoming and efficient team. They demonstrate a thorough understanding of requirements and comprehensive policies have been devised, effectively supporting their good practice. All records required for safe and efficient management of the early years provision and to meet all children's needs are maintained. For example, all written parental permissions have been obtained, helping to ensure children are cared for in line with their parents wishes. Effective systems are in place to encourage parents and carers to become involved in their children's learning; regular newsletters detail what children will be learning and parents' evenings are held yearly to share children's progress. Staff also complete daily diaries to share

important information and ensure continuity of care. Parents highly praise the care and education their children receive.

Children's welfare is protected and promoted as there is a clear safeguarding policy in place and all staff have undertaken safeguarding training. Staff are aware of correct procedures to follow if they have concerns about a child, although not all are able to confidently state who the designated lead person for safeguarding is. Children's safety is given high priority and staff conduct thorough risk assessments on a regular basis, helping to ensure the environment is safe and suitable.

Staff actively teach children how to keep themselves safe and plan interesting learning opportunities around safety. For example, children are visited by local police and road safety officers, who teach them about 'Stranger Danger' and road safety. Children benefit as the manager and staff consistently strive for good practice and frequently monitor the provision to identify areas for further development. Honest self-evaluation has been completed, incorporating the views and ideas of staff and parents. Staff are motivated and fully committed to their own personal development, further improving outcomes for children.

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

Children are very well cared for by experienced and qualified staff who work well together to provide a welcoming environment. They arrive happily and settle very quickly, due to the nurturing and attentive staff. Children are encouraged to make healthy choices about what they eat and drink. Fresh drinking water is always available and children sit together to share a broad range of nutritious meals such as shepherd's pie, chicken and vegetables or tuna pasta bake. Staff demonstrate a thorough understanding of individual dietary needs, implementing effective systems to ensure these are fully met. Children benefit from daily opportunities to enjoy fresh air and physical activity as they access the safe and secure garden. They develop good physical skills including balance and co-ordination as they play on the ride-on toys, climbing equipment and seesaws provided. Staff are extremely vigilant and constantly monitor children's play to ensure they remain safe. Children also thoroughly enjoy listening to music and participate willingly in energetic dancing sessions.

Staff plan and provide a broad range of stimulating learning opportunities, based on their thorough understanding of how children learn and develop. They spend valuable time getting to know children when they first start at the setting and generally use their knowledge of children's abilities and interests to plan activities that engage and motivate them. However, occasionally, some children are not sufficiently challenged, for example, during circle time some children are not sufficiently engaged and become distracted. Staff work with children on their chosen activity and use effective questioning to extend their thinking. For instance, when exploring different materials staff question children about how each feels, encouraging good communication skills and language development.

Staff plan a successful balance of adult-led and child-initiated activities, enabling children to learn at their own pace whilst being sensitively supported when

required. Children have independent access to a very broad range of developmentally appropriate toys and resources and confidently request activities they wish to participate in. Staff use daily routines as an opportunity for children to use maths skills in context as they count the number of children present at snack time. Children excitedly investigate the outside area, observing insects and developing exploration skills as they play with the water and sand provided. Children make good progress towards the early learning goals in all areas of learning. Staff complete detailed observations of children's progress and use assessment effectively to identify next steps in children's learning and inform planning.

All staff are fully committed to inclusion and provide each child at the setting with an individual approach. The Special Educational Needs Coordinator (SENCO) has undertaken appropriate training and works in close partnership with parents and external agencies to meet children's individual needs. For example, staff learn some common words in children's home languages, improving communication and demonstrating that children's home experiences are highly valued. Children benefit from meaningful opportunities to learn about cultures and beliefs; they have access to an excellent range of resources that are representative of diversity including resource boxes containing items and information relating to different faiths. Staff are attentive and consistently polite, acting as positive role models for behaviour. Children understand what is expected of them and behave very well.

## 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

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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