

Clayhall Nursery

Inspection report for early years provision

Unique reference number	128498
Inspection date	11/01/2010
Inspector	Rufia Uddin
Setting address	208 Clayhall Avenue, Ilford, Essex, IG5 0LE
Telephone number	020 8551 2577
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Clayhall Nursery has been registered since 1997. The nursery offers full day care for children aged up to five years. It is situated in a semi residential street in Clayhall, and is close to local parks and amenities in the London borough of Redbridge. A maximum of 43 children may attend the nursery at any one time and it currently has 39 children on roll. The nursery is open Monday to Friday between 8.00am to 6.00pm all year round, apart from bank holidays and Christmas. Children have access to a secure outdoor play area. The nursery has no children with special educational needs and/or disabilities. They currently offer support to children who speak English as an additional language. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend from a wide catchment area. The nursery employs 11 members of staff. Of these, nine hold appropriate early years qualifications at level 2, 3 or 4. Staff receive support from the Early Years pedagogy advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met well, all are included and their uniqueness is acknowledged. Children are supported effectively in their play and staff ensure they provide a balanced range of activities that cover all areas of learning and development. Staff understand their roles within the setting and work hard to provide good childcare. Detailed policies and procedures are regularly updated and help contribute to the good care provided. An inclusive environment ensures that all children are able to make progress towards the early learning goals. The manager and staff have completed the self-evaluation process and have addressed the recommendations from the last inspection and started to identify areas for improvement. This demonstrates their commitment to improvement.

What steps need to be taken to improve provision further?

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

- continue to develop opportunities to promote children's awareness of disability
- continue to develop the links between sensitive observational assessments and the planning of activities that include children's interests, so that all children's individual needs continue to be met.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Staff are confident in their knowledge and understanding of how to safeguard children and what to do if they have any

concerns about children in their care. There is a detailed safeguarding children procedure in place, which has recently been reviewed and updated; all staff are aware of this procedure and the need to follow it. Staff are well briefed about safeguarding children as part of their initial induction to ensure the safety of children. Evacuation plans are in place; fire evacuations are practised regularly and details clearly recorded and evaluated. Accident and medication records are clear and shared with parents. All necessary parental permissions are in place and authorised people to collect children are recorded. Staff are vigilant and supervise children well at all times. They open the front door as children arrive and stand by the door as children leave the premises, which ensures that no children leave the nursery unsupervised and no unauthorised people can enter the building. A visitors book is used, all staff are suitably checked, and any volunteers are supervised effectively so that they are not left alone with children. Detailed and robust risk assessments are in place and reviewed regularly.

Children benefit because there is a common sense of purpose between staff and management, who work well together as a team. Robust and rigorous procedures to recruit, appoint and induct new staff ensure children's welfare is fully promoted and they are safeguarded from harm. Secure systems are implemented to monitor staff performance and development.

Detailed information is given to parents, which ensures all necessary forms are completed before children attend. Children's details are up-to-date including details of who has legal contact with the child and parental responsibility for the child. Staff regularly request comments from parents and carers, using questionnaires and free evening workshops. Regular newsletters, notice boards and verbal communication with parents when they leave and collect their children ensure information is shared. Information about the children's day, routines and activities are exchanged through discussion at the end of sessions, and through the use of daily diary sheets for babies and younger children. Partnership with parents is also developed by their participation in celebrations, parties, outings, cake sales and educational visits. The use of resources in the nursery is good and children have easy access to a balanced range of toys and equipment. Space in the nursery is used well to maximise the play areas for children.

Policies and procedures are in place and are easily accessible for parents. Complaints procedures are clear and the parents' poster is clearly displayed. Staff have made good use of self-evaluation and are aware that this will contribute to improvement in their practice. Children are well behaved and polite and respond to the positive language used by the staff. Plenty of praise and encouragement is consistently used by the staff. Children help to tidy up, displaying a sense of responsibility and belonging. Children discuss group rules showing a good understanding of right and wrong and talk about why it is not safe to run inside. They value themselves and their peers, recognising the differences and similarities between themselves. Diversity is reflected throughout the nursery, and children's individuality is appreciated and celebrated. This helps to foster good relationships between children, enabling them to solve conflicts and work well together. Although there is a limited range of activities to promote understanding of disability, staff actively promote equality and diversity and are effective in ensuring that all children are well integrated. Children attending with dual languages are

encouraged to use their home language and there is good use of visual boards to help children understand what is coming next. Key words are used by staff and notices around the room are also in other languages.

Interaction between staff and children is good right across the nursery. Staff know children well and play alongside them, supporting their learning. Planning is individualised, tailored to match children's abilities. Staff have a good understanding of the Early Years Foundation Stage and they complete detailed observations and assessments on all children. Starting points, next steps and children's interests are all noted and used to help children progress well in all areas of learning and development. The manager is committed to improvement, and has identified the further development of the links between sensitive observational assessments and the planning of activities that include children's interests as an area for further improvement.

The quality and standards of the early years provision and outcomes for children

Staff's knowledge and understanding regarding the Early Years Foundation Stage of learning and development is good and consequently the outcomes for children are good. Children enjoy their play during sessions, and have good opportunities to choose their activities and play. Children enter the nursery happily, hang up their coats, say goodbye to parents and settle quickly into play with their friends. Children enjoy their time at the setting and are progressing in all areas of learning and development. They enjoy looking at books alone and together and concentrate well whilst having a story read to them. Children develop their language skills and are being made to learn about the written word as they look at books. Good interactions with staff and each other also help to develop their language.

Children are interacting and cooperating well with each other as they play with dolls and prams and are developing their role play in the home corner. Children enjoy developing their creative side and have free access to painting and are able to create their own designs; they proudly show staff what they have done and receive praise and encouragement from them. Children enjoy playing together and alone, and taking great delight in showing off their work to others. Children have a sense of belonging, and displays of their work are on the walls of the setting. Children are given choices throughout the day and decide to act a play and use the sand tray, and thoroughly enjoy playing in the sand. Sand play helps develop children's understanding of problem solving skills as they pour between containers of differing sizes. Staff encourage children to develop skills for the future as they encourage them to share, take turns, use 'please' and 'thank you' and show respect for others. Children are active learners, eager to learn and make friends as they play.

All outcomes for children are promoted well by the nursery. Children enjoy their time and thrive as they make choices, use resources and discuss aspects of their day with staff or other children. Children move freely within the setting as they direct their own play and enjoy exploring and decision making. Children feel safe and benefit from secure relationships with adults as they talk about their feelings

and things that are important to them. They enjoy mark making and have easy access to the items they require. Children's creativity is developed by their access to musical instruments such as triangles, drums, keyboards and tambourines. Children are able to begin to develop an understanding of information technology, they have access to a computer and use this confidently under the supervision of staff. Suitable games encourage mouse control, and colour and number recognition. Children have good opportunities to learn about the importance of healthy lifestyles and choices as they take part in exercise and find out about healthy eating. Children know why they need to wash their hands before meals and after using the toilet. All children are offered healthy snacks and meals and sit calmly as they eat. The older children are offered an open snack time, where they are able to come to have a snack when they are ready. They are able to pour their own drinks and select food from the choice available which encourages their independence.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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