

Newtec/East London Childcare Institute - East Ham Nursery

Inspection report for early years provision

Unique reference number	EY391328
Inspection date	04/11/2009
Inspector	Vivienne Rose
Setting address	Newham College of Further Education, East Ham Campus, High Street South, LONDON, E6 6ER
Telephone number	02082574292
Email	siema.ali@newham.ac.uk
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Newtec East London Childcare Institute (East Ham Nursery) is one of four nurseries run by Newtec. The current registration commenced in 2009. It operates from a purpose built building and is situated on the site of East Ham Further Education College, East Ham Campus in the London borough of Newham.

The nursery serves the students and the college staff on site. Areas used by the nursery include four childcare rooms and access to toilets, kitchen/staff room and a parents room in the main building and a separate baby unit in the grounds. All children access a secure enclosed outdoor area for play. The nursery is open each weekday from 8pm to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 57 children may attend the nursery at any one time. There are currently 92 aged from three months to five years on roll; most are part-time places. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and disabilities and children who speak English as an additional language.

The nursery employs 16 members of staff. All hold appropriate early years qualifications and three are working towards a higher qualification; this includes the manager who is studying for a degree in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides children with a comfortable, safe and stimulating place to play and learn. All children make good progress with their development because they enjoy a good range of play opportunities. The staff take into account the needs of children with their careful individual monitoring of progress. The staff work effectively as a team and they organise the provision well and promote children's welfare and learning through appropriate systems and procedures. Together they identify areas of development and set targets for improvement which provides benefits to all the children.

What steps need to be taken to improve provision further?

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

- ensure that all records of incidents are maintained consistently
- improve the organisation of role play resources for children aged one to two years; ensure that all children have the opportunity to be outside on a daily basis.

The effectiveness of leadership and management of the early years provision

Children play in a safe and secure environment as the staff are aware of how to promote safety in an effective way. There are clear procedures in place to ensure that all staff working with children are suitable to do so. Staff carry out rigorous risk assessments of the premises showing any action taken to minimise risks to children. Staff remind children about how to keep themselves safe when using equipment and when moving around the nursery to secure their well-being.

The nursery has all the required documentation in place, providing a good framework for their practice. There are clear, up-to-date procedures for safeguarding children, and staff know what to do if they have concerns about a child. While all incidents are recorded there are some inconsistencies in how these records are maintained. The premises are safe and inviting for children, with a wide variety of pictures, posters and labels to inform and guide children and parents. Staff work closely as a team and make good use of self-evaluation and staff support; development is a high priority within the group. They have regular opportunities to reflect and improve on their practice through supervision. This impacts on the quality of care provided for the children. Staff are deployed effectively around the nursery to enable them to interact with the children during play and respond to individual needs. Children benefit from easy access to a wide range of resources, set out in learning areas so as to stimulate their interest and promote independence skills. Older children have the opportunity to use the outdoor area every day, however, babies have fewer opportunities to experience the garden area. The resources and equipment are maintained in good condition and are attractive and safe for children. Each day is well structured to offer a mix of free choice and adult led activities which ensures a relaxed atmosphere and provides children with a variety of learning experiences.

Staff promote equality and diversity within the setting, offering individual support to children with English as an additional language. The setting has developed a sound partnership with parents. The use of home to school books, clear policies and procedures, displays and newsletters support parents' understanding and involvement. But there are fewer opportunities for parents to be directly involved with the children's record keeping and developmental progress. The nursery is looking at ways to improve this as part of their self-evaluation. Staff exchange information daily with parents about younger children's care routines and play. Information is exchanged to ensure that staff are aware of children's starting points on entry to the nursery. The setting understands that they would need to develop links with other providers in order to ensure a consistent approach to individual care and education should the need arise.

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

Staff provide a very attractive play environment for children and offer good opportunities for children of differing ages and abilities. Children become happily

involved in play situations, enjoying the support of adults who interact with them well and enhance their language, thinking and skills. Children are inquisitive and highly motivated to learn. For example, older children especially enjoy the activity with wood using small saws and then they proudly paint their finished work. This activity is well supervised and staff ensure that children use the tools with respect for safety at all times. Young children and babies are active and curious and enjoy the freedom to move around, exploring the wooden cogs and wheels on the wall and looking at themselves in the mirror and giggling. There are good opportunities for the children to look at books and to find out about the animals and their names and sounds that they make. Staff are caring and involved with children supporting their physical development and walking skills well. While staff provide the encouragement for future skills there are fewer opportunities for babies under one to access the outdoor area for fresh air and well-being.

Staff plan effectively to meet children's individual needs by recording their observations of children's development in profile books. Individual learning plans are devised and next steps are planned. In addition the children's Learning Journey observations further promote and ensure that all areas of development are promoted well. These records contain observations and photos of children's development and collection of work. Individual targets for children are included as part of the settings overall planning. Consequently children make good progress towards the early learning goals.

Staff make good use of group activities to extend children's language, literacy and numeracy skills in practical ways. Children develop personal independence and make choices within the play environment. They participate in a variety of activities throughout the day to promote all six areas of learning. These include construction, dough play, and writing activities. Children learn to count and to problem solve when they use water and sand and they sort objects using number pads to aid their understanding. They count out how many children attending at registration time. Good emphasis is placed on children learning the sounds of letters and words, and they enjoy expressing their own ideas at circle and story times. Children have lots of opportunity to develop their knowledge and understanding of the world including designing and making objects and planting in the garden area. They celebrate cultural and religious events including Diwali. Staff help children to feel relaxed and included by learning key words in the child's home language and by ensuring that group activities are planned to give consideration to children's individual needs. A computer is available for older children in the quiet room although this is not always switched on to provide independent access.

Children's health and wellbeing is promoted very well. They take themselves to the toilet and know that they must wash their hands and clean their teeth because of 'germs'; this ensures good hygiene habits are learned. Children enjoy a variety of healthy nutritious meals, the content of which respects cultural and religious requirements. Individual place mats ensure that dietary and medical needs and individual preferences are respected at all times. Meals and snacks include a variety of fruits, curries and spaghetti and fish dishes. Children serve themselves at mealtimes and learn about what is healthy food and what is not, when they observe and discuss the chart on the wall at snack time.

Children develop close relationships with staff and approach them confidently; as a result they are confident and behave well. Children show care and consideration for others when they help clear away activities and they share and show respect for each other. For example, when a child says to a friend at the glue table 'here you are you can have this' sharing resources well. Children are encouraged to talk about how they feel and as a result they have a strong sense of belonging. They are aware of their boundaries within the setting and respond positively to staff instructions and reminders.

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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