

Incey Wincey's Childcare

Inspection report for early years provision

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Inspector

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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

Incey Wincey's nursery is privately run and opened in 2009. It operates from eight rooms in a detached residential building and provides a car park. It is situated in South Woodford in the London borough of Redbridge. The nursery is situated on two levels with access to a kitchen and toilet facilities. Children on the ground floor have open access to the outdoor play space.

The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time. There are currently 36 children from birth to under five years on roll, some in part-time places. In addition, the setting provides a breakfast and after school club facility for children over five years. The nursery cares for children with special educational needs and/or disabilities and children with English as an additional language.

There are 10 members of staff, seven of whom hold early years qualifications to at least level 2 and two members of staff are working towards a qualification. The manager holds a degree in Educational Studies. The setting has good links with the early year's pedagogy team who support them on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides children with a comfortable, safe, secure and welcoming place to play and learn. Children make satisfactory progress with their development because they enjoy a range of play opportunities and there is good progress being made in some areas. The staff work effectively as a team and they organise the provision to promote children's welfare and development through appropriate systems and procedures. However, some of the required written policies lack clarity. The management and staff work closely to identify areas for development and to set targets for improvement.

What steps need to be taken to improve provision further?

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

- review the existing equal opportunities policy with regard to children with learning difficulties and/or disabilities (Safeguarding and welfare). 29/03/2010

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

- continue to develop the record keeping system and planning for children and take account of their interests to effectively plan for the next stage of their learning through clear evaluation
- improve the systems for assessing and recording risks and hazards to children and any action taken to promote their safety
- engage younger children in regular conversation, to promote their communication and language skills
- ensure that there is a balance of adult-led and freely chosen activities for children to ensure that they have easy access to a range of activities throughout the day; pay particular attention to mark making and opportunities for children to develop their creativity and ideas.

The effectiveness of leadership and management of the early years provision

Many aspects of the nursery's work supports children well. The safety and wellbeing of the children is at the forefront of the nursery's practice. Thorough vetting procedures are in place for all staff including those who work on a casual basis. There is safeguarding policy in place. Staff are vigilant and understand their responsibilities to safeguard children. While the children are reminded about safety, children are not always given explanation as to why, to reinforce their understanding. Staff record incidents and any concerns they have about children. Generally, day to day procedures and practice ensure that the building and equipment are safe for children, this includes; daily risk assessments, fire evacuation drills and a visitor's book. The nursery has clear arrival and departure systems in place for children and staff. However, the risk assessment process, although completed, does not at present record any action taken or how risks are addressed. There are sufficient members of staff who hold relevant first aid qualifications and accidents are recorded appropriately and parents sign an acknowledgment. There is a key worker system in place and a clear settling in process ensures children's security and well-being.

The setting overall is inviting to children and provides a homely atmosphere. There are some picture prompts and labels to inform and guide children, for example, when washing their hands. Children can access some resources from low-level storage and children enjoy helping themselves to books and playing with puzzles and cars. However, although children have easy access to some activities, there are fewer opportunities to access creative activities to promote independence and choice. As a result, older children are not always focused or challenged sufficiently. Staff have a positive attitude to equality and diversity and provide resources and activities which encourage children to learn about the needs of other cultures and backgrounds. There is a comprehensive policy in place for equality of opportunity. However, the policy for special educational needs and/or disabilities does not contain sufficient information in line with the requirements of the Special Education Needs Code of Practice.

The management has a positive attitude to driving improvement in this new nursery and has implemented a system for self-evaluation to build on strengths

and areas for improvement. Areas for future development have been identified, including; partnerships with others settings that children attend, record keeping and planning systems for children, ongoing training for staff and improving the outdoor area.

The provider works well in partnership with parents and they are kept informed by regular daily diary progress reports and a planned open evening to talk about children's development. Further, parents have been asked to comment on their satisfaction with the nursery through the use of questionnaires to support their involvement in the day to day running. Generally parents are happy with the provision made for their children and the links with staff. There are clear policies and procedures which are available to parents including a complaints procedure. As a response to parental requests, the manager plans to display these policies and to place these on the nursery website to enable easy viewing.

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

Staff have a sound knowledge of the Early Years Foundation Stage (EYFS). Children's starting points are requested and staff have started to set up systems to record children's development. However, at present the information gathered on children is not used to its full effect to inform future planning. As a result, at present the next steps for children individual needs are not always effectively identified. While records show that the setting helps children to make satisfactory progress toward the early learning goals, at present, planning for learning intentions for activities lack focus and some children are not always sufficiently challenged in their play.

Adults satisfactorily support most children's learning overall and they are often actively involved in children's play. Staff question children effectively to promote their understanding and awareness, for example, 'What other animals do you think live on the farm?' Resources are adequate to support children's learning and development and are of good quality. Children play with a range of resources which are made available to them; however, there are times when older children's play is less purposeful. For example, opportunities for children to access creative resources and mark making are limited to fully enable them to express their own ideas and imagination.

Children are happy, settled and safe in the nursery. They are helped to understand about safety, for example, when they take part in emergency evaluation procedures and when staff remind children to be careful when balancing and taking risks in the garden. Children take part in local visits to the shops, library, park, museums and a trip to Docklands museum provides them with the opportunity to find out about their environment.

Children are encouraged to adopt healthy lifestyles and this is a particular strength of the nursery. Dietary and medical needs are recorded to ensure children's well-being at all times. They are provided with a varied range of healthy and nutritious meals and snacks on a regular basis throughout the day. In addition, they

sometimes have the opportunity to prepare food with the help of the nursery chef, helping to weigh, measure and prepare the ingredients to support their understanding. Meals and snack times are observed to be relaxed and sociable occasions; older children talk about their likes and dislikes and what they are having for dinner. However, children do not have the opportunity to serve themselves to promote independence and choice. Staff sometimes question children effectively to develop their understanding and conversation. Although, sometimes staff working with babies do not always promote their language development at meal times to its full effect. Children have the opportunity for physical activity both indoors and outdoors, although the garden area is used mainly in good weather. However, there are plans in place to develop the use of this resource in the near future.

Children have a positive attitude to learning and participate well. They are well behaved and behaviour is managed effectively. Pre-school children are forming good relationships with each other as they are helped to learn to take turns and to share. They are confident to ask staff for help when required such as when they want assistance to open the door or they want to look at a particular book. Children display high levels of concentration when they watch and listen to the Owl Babies story using the computer and when they complete jigsaw puzzles or play with the roadway.

Children enjoy singing rhymes, they are beginning to develop an interest in letters and their sounds and some children know that print carries meaning as they learn the letters of their name. They begin to use numbers in familiar context, for example, in rhymes, such as 'five little ducks' and some children confidently count the pegs in the pegboard. They are encouraged to recognise the shapes on the visual display board. Some children can write their name and others can recognise the letters of their name although there are fewer opportunities for children to access mark making materials.

Children have some opportunities for make believe play in the home area, including dressing up; sometimes this becomes a toy shop. They enjoy playing with 'my baby', the dolly in the pram, in the garden and listening to stories. Children are provided with opportunities to express their feelings and wonder when they play with the cooked spaghetti and shells in the sand tray. The babies develop their sensory awareness well. They have fun exploring and investigating with rice crispies and weetabix, sitting in the shallow trays and playing with the balls floating in water. Older children are beginning to use simple technology. This promotes their confidence and sense of achievement. However, there are fewer opportunities for children to easily access and to explore with a variety of creative materials.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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