

Wellgate Children's Centre Nursery

Inspection report for early years provision

Unique reference number EY399142
Inspection date 11/05/2010
Inspector Marilyn Peacock

Setting address Wellgate Childrens Centre, Lawn Farm Grove, ROMFORD,
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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

Wellgate Children's Centre Nursery was registered in 2009 and is one of a number of Children's centres nurseries run by London Early Years Foundation (LEYF) on behalf of Barking and Dagenham local authority. It operates from self-contained, purpose-built premises in the centre of Marks Gate housing estate. It is open from 8.00am to 6.00pm on weekdays, all year round. It provides for up to 52 children in the early years age group at any one time, of whom not more than 12 may be under two years of age. The provision works closely with the other facilities provided by the Children's Centre, and with the local infant school which some older children attend for part of the day.

Wellgate Children's Centre Nursery is registered on the Early Years Register and Compulsory and the Voluntary parts of the Childcare Register. There are currently 28 children attending aged from six months to under five years, a number in part time places. There are five staff all of whom hold appropriate early years qualifications. Further staff are available to cover for staff training, holidays and staff sickness.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in their learning and development as they are provided with an exciting range of activities which are planned in accordance with their individual interests. Children are at the heart of all the nursery routines their individual learning styles, likes and interests are known to staff who respond readily to their requests for different learning experiences. Staff are very attentive they are well aware of children's individual needs. The partnership with parents is developing well staff work closely with them to ensure all children achieve their full potential. Effective systems are in place to enable the setting to self-evaluate and review their practices which ensures continuous improvement for children.

What steps need to be taken to improve provision further?

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

- consider providing parents with written information on the settings policies and procedures which they are able to take home with them
- make sure all observations and assessments in the children's records are kept up to date.

The effectiveness of leadership and management of the early years provision

Child protection is given high priority within the setting and staff have a clear understanding of the signs and symptoms which could cause concern. All staff

have completed on-line training provided by the company and will be attending the boroughs Safeguarding training shortly. Therefore they are able to act promptly and follow the correct procedures if they have any concerns about a child in their care. Children are cared for in a clean, well maintained environment where their safety is prioritised. Effective safety checks and risk assessments are conducted. All the required documentation is carefully maintained and all adults appropriately checked for suitability. The nursery is well organised and regular staff meetings ensure all staff have a secure knowledge of the nursery's policies and procedures.

Company policies and procedures outline the service provided and these are available to parents at all times. Staff are deployed effectively throughout the nursery and provide children with good support to meet their welfare, learning and development needs effectively. They use a wide range of resources and good quality equipment that are well-maintained and age appropriate to support children's learning. The setting has clear procedures on inclusion and works continuously to ensure that all children and their family's needs are met effectively. Staff use observations and assessments to identify children's achievements and the next steps in their learning. They use this information to plan activities that cater for children's individual learning priorities. The use of open-ended questions and key staff's ability to model thinking ensures all children make good progress and develop a positive attitude to learning.

Staff gather valuable information before children start to ensure their welfare needs can be met. This information together with sensitive observations gives staff an insight into the activities that the children will enjoy and benefit from. Parents of the youngest children receive daily information sheets to enable them to see how their child has spent their day. All parents receive verbal information about all aspects of the provision when they settle their child into the nursery. Newsletters and information days keep parents informed of events and topics through which the children learn. Staff ensure they talk to parents at the start and end of the day regarding their children's progress. Parents are able to refer to their child's learning journey at any time and are encouraged to make observations of child's play at home to help build a complete picture of their learning so far. However, parents receive little information of the nursery routines, policies and procedures in writing therefore are unable to refer to it at their leisure.

Self-evaluation is built into the daily routines. Reflective practice processes and monitoring systems are rigorous and effectively promote continuous improvement. They are conducted by staff members with different responsibilities who can identify the strengths and any weaknesses of different aspects of the provision. This information is then collated and used to compile an action plan to guide future improvement. Assessment of their practice so far is generally accurate but has not identified that some entries in the children's learning logs have not been kept up to date especially on children new to the setting.

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

Children are very relaxed, confident and clearly enjoy their time at the nursery. They understand the nursery routines and the expectations on them. The staff team support children's individual learning well by asking questions and encouraging children to think. They are skilled at introducing new concepts while children play. Children hold planning meetings with the staff, where they share their interests and put forward ideas for activities. They 'write' their own minutes which are then displayed on the planning board. Consequently activities sustain children's interest, are sufficiently challenging but achievable ensuring children remain confident and motivated. Children are independent learners and practise new skills with confidence but know staff are on hand to help them should they need support. Children's behaviour is very good and staff use age appropriate strategies which encourage children to take responsibility for their own actions and understand that actions have consequences. Children understand the room rules and remind each other of the nursery golden rules as they play. Children are exceptionally confident, inquisitive and enthusiastic. All enjoy a range of freely chosen activities indoor and outdoors that support their development effectively and children make good progress in all areas of learning.

Children love playing outside in all weathers and staff ensure that all areas of learning are covered outdoors. Outside children enjoy ball games, riding on tricycles, taking directions from the staff member who is the police officer. The range of equipment in the garden also gives many opportunities for adventure. Children hid in the hollow tree trunk, explore the grass area looking for bugs and insects. They excitedly paint the nursery windows using different sized brushes laughing as they obscure the face of the staff on the other side of the window. They excitedly plant vegetable seeds carefully watering them to help them grow. They use scissors with increasing skill and know to hold them downwards and not to point them at each other. Cosy hideaway corners in each room means that children can take themselves off if they are tired or have time away with their friends to share ideas and watch the world go by.

Staff maintain the babies home routines as much as possible when laying babies to rest or feeding. They provide lots of reassurance and comforting cuddles while encouraging children's independence. Babies and toddlers love to play with a range of tactile objects that excite their senses. They sit on the floor and dig in the sand. They concentrate well while trying to stack paper tubes with the help of the staff. Babies get plenty of fresh air all year round. In warmer weather they can play outside and enjoy a full range of activities. In the winter or colder weather their outdoor play is slightly more restricted and takes place in a covered part of the garden.

Children form strong relationships with staff and each other. They understand they are part of a group and are starting to share and take turns. They initiate conversations, excitedly sharing their experiences from home while cutting their fruit at the snack table. They understand healthy eating keeps them strong and remember to wash their hands after using the garden to get rid of the germs. They

listen to what each other has to say and carry out complicated conversations. They enjoy books and are keen to retell familiar stories which they know word for word. Excellent labelling of resources develops children's understanding of the written word and conveys that words hold meaning. Children excitedly share their "Learning Journey" scrap books with visitors, sharing their recollections of the times recorded in the photographs and pointing out their friends and staff.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met