



## East London Childcare Institute

Inspection report for early years provision

<b>Unique Reference Number</b>	EY267457
<b>Inspection date</b>	16 December 2005
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<b>Registered person</b>	Newtec - East London Childcare Institute
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Crèche

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The East London Childcare Institute Day Nursery was registered in 2003 and is managed by the London Borough of Newham.

The setting is registered to provide care for a maximum of 57 children at any one time. The nursery operates from Monday to Friday, all year round, from 07:30 to 18:30 and children attend from the surrounding areas.

There are currently 24 children on roll. Of these seven 3-year-olds and five 4-year-olds receive funding for nursery education. There are currently no children attending with special educational needs or who speak English as an additional language.

The nursery employs 12 staff and all of the staff including the manager hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are learning about healthy practices such as washing their hands before meals to help prevent cross infection and drinking water throughout the day to keep their bodies hydrated. They are served warm meals during the winter months which sometimes include a healthy option of fresh fruit and vegetables. Children are able to make good use of the indoor space and the resources as the premises and play equipment are cleaned to a good standard in almost all areas. Babies benefit from a daily programme that is tailored well to meet their individual health needs of eating, sleeping and nappy changing. The 2 to 3-year-olds enjoy using a range of outdoor play equipment to develop their physical skills. They are confident when pedalling and pushing wheelie toys and move with increasing speed and control as they walk, skip and run in and around obstacles. The staff help to maintain children's good health and enthusiasm for the outdoors by ensuring they are well dressed for the winter chill. Occasionally, planning for the older children's physical development does not fully ensure they can make good use of the outdoor area in the afternoon. The staff are trained in first aid, this helps to ensure children receive appropriate primary care in the event of a minor accident. At times the procedure for administering medication to children does not ensure parents provide written consent beforehand.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The children are kept safe by some useful safety measures such as fire evacuation drills which are conducted periodically and the use of secure boundaries such as stair gates to keep children in safe areas. The staff have a sound understanding of safety in and out of the setting. They assess the risk factor of safety within the premises and when taking the children on short journey's to safeguard children's welfare. The children are learning about how to maintain a safe environment in practical ways. They actively take part in group discussions whereby they talk about safety matters, such as running indoors. At times staff are not consistent about helping children to practise safe play indoors and therefore, safety matters are not implemented effectively which results in children not behaving as well as they could. Children are protected from possible abuse or neglect. All staff have attended training and are aware of all types of abuse and signs to look for. This helps to ensure procedures are

implemented appropriately for the safety and wellbeing of the children.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are settled in their surroundings and relaxed in their relationships with each other and the staff. They show an interest in activities and enjoy the chance to use their imagination in role play where they express their ideas and display light hearted humour with peers. The children listen attentively to stories and benefit from the one to one care they receive from the friendly staff which helps to build their self-esteem. Children under 2-years develop personal independence as they practise feeding themselves using appropriate utensils. The children can select from a range of stimulating play resources which include books, puzzles, construction and role play accessories. The staff have a sound understanding of the Birth to three matters framework. They organise the space well to create a child orientated environment. The children can easily select resources from shelves and tables which are suitably positioned at their height. The children concentrate well when listening to stories or drawing, they are proud of their achievements and take comfort from the praise they receive from the staff. At times the grouping of younger children with older children for joint activities does not ensure the individual needs of younger children are met.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The children are supported by the staff team's sound knowledge and understanding of the Foundation Stage of learning. Plans take account of all areas of learning and some activities provide children with valuable first hand experiences. At times children's achievements are not always sufficiently linked to the stepping stones. The children behave appropriately in most situations and show a willingness to be friendly and cooperative towards each other and the staff. At times children become restless and lose concentration at large group times as these sessions can be too long and some activities chosen are not based at an appropriate level to hold children's interests, such as watching television. The children are becoming more aware of other people's cultures through a range of resources reflecting different cultures and whilst celebrating festivities, such as Christmas and Hanukah.

Children's independence is encouraged well for the younger children as they practise washing their hands before meals, however, older children have less chance to extend their skills or use their initiative in routine tasks as activities tend to be over directed. Children are encouraged to develop their speaking skills and they do this well, sharing news about their family life to a familiar group. At times the grouping of children does not enable them to listen attentively or participate fully in activities. The children are introduced to new words as some staff take the time to explain meanings. Children have access to a range of resources which include books, labels and templates to enable them to recognise letters of the alphabet and some familiar words. However, although the children use a range of books and writing tools, these are not always used suitably to develop children's early reading and writing skills. The children talk about numbers and use appropriate language to describe position

and size, for example when talking about a little brother of 2-years-old. The children have access to some resources that encourage them to recognise numerals, such as a number frieze. Older children have less chance to count and use numbers for the purpose of simple calculation and problem solving in practical situations.

The children talk about their experience of the wider world and comment on some of the familiar features, for example flying a helicopter to the Caribbean. They visit places of interest in the locality and observe seasonal patterns and change and record their findings on a chart. The children are lively and enjoy the chance to express their imagination in creative ways, for instance when dancing to music and role play in the end of year nativity play. Information is shared with staff in each area of learning as the children progress through the nursery. The procedure for monitoring and evaluating children's achievements is not implemented fully and the information gathered is not used effectively to plan for children's individual learning.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children have access to the full range of activities. They are developing positive images of themselves and others as they use an interesting variety of play equipment that promotes and values diversity such as books, puzzles, small world play resources, pictures and posters. Children's understanding of cultural difference is enhanced by various themed topics which involve the celebration of traditional festivities from around the world, such as Christmas, Diwali and Hanukah. The children behave well most of the time. They are friendly and cooperative towards adults in most situations. The staff place much emphasis on developing children's awareness of how they should behave towards each other and whilst in the setting. The children take part in group discussions and fun activities such as 'rolling the ball' to develop their skills for sharing and turn taking. At times the planning of group activities does not fully ensure children learn to behave as well as they could, for example, when they sit for long periods of time listening to stories or watching the television. Occasionally, this results in children losing interest, becoming restless and uncooperative. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents are satisfactory. The parents are warmly welcomed into the setting. They are invited to contribute to children's learning in practical ways, such as attending Christmas plays or organising activities for the children to enjoy. The staff help to keep parents informed about their children's progress and forthcoming events through verbal discussions, the notice board and daily information sheets detail children's food and sleeping patterns. Some useful information relating to activities are displayed on notice boards and in the group room. At times the communication with parents does not enable them to make informed decisions or ensure requests are carried out according to their wishes. The information about the Foundation Stage Curriculum, stepping stones and how well children are learning is not sufficient in detail or evaluated.

### **Organisation**

The organisation is good.

Most of the staff are suitably qualified. They operate a key worker system for all the children. This helps staff to learn about the needs of the children thus promoting a trusting relationship. An appraisal programme generally enables staff to identify areas of development in their skills and knowledge and seek relevant training, for example, first aid and the Birth to three framework. The setting is organised well and provides space and essential resources for the needs of the children, which help to enhance their learning and play opportunities. There are suitable policies and procedures in place to promote the children's welfare and safety; almost all are implemented appropriately. Comprehensive procedures are in place for the recruiting and induction of staff.

Leadership and management is satisfactory.

The staff work well as a team to coordinate their roles and plan for children's learning and development. They have a sound understanding of the Foundation Stage of learning and the stepping stones and this helps to ensure children make satisfactory progress in their learning. There are opportunities for staff to develop professionally through training and promotion, these incentives help to motivate a long serving staff team. Whilst the staff are active in monitoring children's progress they sometimes miss the chance to follow this through effectively by evaluating their findings or using the information to plan for the next stage of learning. Overall the needs of all the children who attend are met.

### **Improvements since the last inspection**

Children are kept safe area by the installation of secure boundaries, such as stair gates that help to ensure children can not access the mezzanine and the feeding area unsupervised. Other safety measures, such as the building works and fire requirements are also in place these measures help to ensure the provision are operating under the appropriate terms and conditions of the regulating body Ofsted.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the needs of the younger children are suitably met when grouped for activities with the older children
- develop the communication with parents ensure they receive appropriate information about policies and procedures.
- ensure the procedure for administering medication includes a clear statement of authorisation from the parents beforehand.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop staffs knowledge and understanding of managing children's behaviour.
- provide more opportunities for children to develop their skills for listening in groups and ensure activities promote early reading and writing skills for older children in practical ways.
- plan and provide opportunities for children to use numbers, count, compare and calculate in simple problem solving situations
- evaluate the extent to which the children are making progress towards the Foundation Stage and use this information to plan for their next stage learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)