

New Beginnings Pre-School Day Nursery

Inspection report for early years provision

Unique reference number	EY306276
Inspection date	12/10/2010
Inspector	Christine Hodge
Setting address	111 Wennington Road, Rainham, Essex, RM13 9TH
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

New Beginnings Pre-School Day Nursery has been registered since 2005 and is one of two day nurseries owned by a family run company New Beginnings Nurseries Ltd. The nursery which is a converted residential house, situated in a semi-residential area of Rainham in the London borough of Havering provides full- and part-time day care for children under five years. The premises consist of two ground floor rooms for children aged two years to rising fives and a first floor baby room. The nursery office and kitchen are also on the ground floor with toilets and nappy changing facilities on both floors. There is a fully enclosed garden for outdoor play. The nursery is registered on the Early Years Register to care for a maximum of 26 children in the early years age group, of these, no more than eight may be under two years at any one time. There are currently 43 children on roll. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities. The setting is open each week day from 8am until 6pm. A team of nine staff including the manager who holds a level 3 qualification and the nursery cook are employed to work at the nursery. The nursery owner who is in the process of completing her Early Years Professional Status is also present at the nursery during the week providing additional support.

The nursery was the first full day care provision in Havering to achieve the Department of Education's Quality Mark in 2008. The company and nursery have also won several awards over the past two years relating to staff training, business management and business development. The company is also in the final stages of the Investors in People award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a warm, caring, friendly and stimulating environment. Careful monitoring of individual children enables staff to tailor learning experiences to suit the needs of each child. Firmly established partnerships with parents and other agencies notably contribute to ensuring that children's learning and welfare needs are consistently met and that children make excellent progress towards the early learning goals. The health and safety of children is given high priority and is underpinned by comprehensive policy and procedural documentation. The management and staff demonstrate a high commitment to continuous improvement which is achieved through thorough systems for reflective practice and evaluation of the setting's practice, information gained from children and parent questionnaires and ongoing training.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- providing opportunities for children to serve themselves at meal times in order to further develop their independent skills.

The effectiveness of leadership and management of the early years provision

Management and leadership of the nursery is very strong, ensuring that children's developmental and welfare needs are extremely well met. Children are kept safe because the nursery has comprehensive safeguarding policies and systems in place to ensure that all staff attend safeguarding training and are fully aware of their role and responsibility for recording and reporting concerns in line with Local Safeguarding Children Board procedures. Rigorous recruitment procedures including Criminal Records Bureau (CRB) checks which are renewed every two years ensure that all staff working with children are suitable to do so. Staff are well deployed at all times and there are good systems in place to ensure that ratios are continually maintained. A high priority is given to risk assessments and children's safety both indoors and outdoors. A video intercom and alarm on the front door prevents unwanted visitors from gaining access to the building and photographs of all emergency and approved collectors ensure that children are only allowed to go with authorised persons. All required records and documentation are in place and are maintained to a high standard.

The nursery embraces partnerships with parents/carers and encourages them to be an integral part of their children's care and learning. Staff work closely with them to gain information about children's starting points, to provide continuity and consistency, to support children and their families settle into nursery life and to include them in their children's learning. Parents and carers are extremely positive about the nursery and know their children are happy and progressing well, due to the high levels of information shared with them by staff. The nursery operates an open door policy and welcomes parents to attend two open evenings during the year. Regular news letters, well displayed notice boards, contact books and the nursery's website keep parents well informed about nursery life. Earlier this year many parents nominated the nursery for the National Day Nursery Association 'Day Nursery Of The Year' award. The nursery received lots of votes and reached the final 10. The nursery has built up close links with the local community and staff work very effectively with other professionals such as speech and language therapists, the Area Special Education Needs Co-ordinator, social workers and health visitors, together with local reception class teachers to ensure children's smooth transition to school.

The nursery has an inclusive approach and values diversity, promoting equal opportunities at all time. Children with additional learning needs are very well supported and children and their families with English as an additional language are fully supported to embrace their own language and culture as well as helped to learn English. The stimulating nursery environment is rich in visual displays, posters, pictures, labels and children's art work, creating a warm and welcoming , child-friendly atmosphere. Group rooms are set out attractively with an extensive

range of good quality play resources that cover the six areas of learning and encourage children to be active and independent learners. The newly developed, stimulating, outside play area which includes artificial grass provides children with access to outdoor play in all weathers.

The enthusiastic and committed staff team are supported extremely well in their continuous professional development by the owner and manager who have a clear vision for the nursery. They demonstrate a high level of ambition to provide exceptionally good quality care and continually improve outcomes for children. All staff are involved in the self-evaluation process and parents and children are also encouraged to offer their suggestions and views. Since the previous inspection the nursery has implemented several changes and improvements including increasing sensory and heuristic resources and activities for younger children and redeveloping the outside play area, after consulting with the children as to how they would like the garden to look.

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

Children make significant progress in their learning and development because practitioners have a very good knowledge and understanding of the Early Years Foundation Stage and that children learn best through active play. Staff have excellent information about children's starting points, observe them closely and plan carefully to meet their individual needs. They are very confident in observing children's play, assessing their progress towards the early learning goals and planning the next steps in their learning. Home link planners are used to encourage children's development at home and to communicate with parents about the topics at nursery and expected outcomes. Parents are invited to include their ideas about how to extend their child's learning at home to fully secure the links between home and nursery. Many parents also complete observations at home which they bring into the nursery. Staff effectively maintain ongoing assessment records which clearly identify children's progress in each area of learning. Children with special educational needs and children with English as an additional language are supported through individual play plans.

Children throughout the nursery are very happy, settled and engaged in their play. Although the nursery has an effective key worker system in place, children develop close relationships with all members of staff. Babies and younger children receive lots of nurturing and follow their individual home routines for sleeping, eating and playing, to help them cope with separation and settle into nursery life. Children are constantly praised and encouraged by adults who act as good role models, helping them to develop their social skills and behave in a positive manner, as they learn to share, take turns and play together. Although children are encouraged to develop their independent skills in several ways, opportunities are missed at meal times to extend this further as children are not encouraged to serve up their own food.

Children develop good communication skills because practitioners spend much of

their time playing with them, talking to them and extending their play. Older children become increasingly confident in engaging in conversations and contributing their ideas and opinions. For example, when the nursery cook does the shopping list, she gets the children involved by asking them what they want on the menu or for snack time and children's ideas are used to plan activities for the following week. During morning circle time, children have opportunities to talk about what they are going to do throughout the day. Staff use a photographic time line showing routines and activities to help children who may not understand or who are less able to communicate. Children thoroughly enjoy story time and listen carefully as adults effectively use props and read books with expression, encouraging children to join in and talk about familiar stories. Children enjoy mark making from an early age and examples of emergent writing can be seen in older children's drawings.

Children have many opportunities to develop their creativity and imaginations through role play and singing songs and by using a wide range of materials such as shaving foam, play dough, collage, sand, water, paints and clay. Babies and younger children have great fun exploring their surroundings, learning about simple technology by playing with toys that make sounds and have buttons to press and investigating with a wide range of sensory and heuristic resources. Older children confidently use the computer and develop their problem solving skills using puzzles and various construction resources. Children learn about the community and wider world on outings to the local library and shops and through the local librarian and community police officer visiting the nursery to talk to them about keeping safe. Posters, pictures and play resources throughout the setting, together with topics celebrating various festivals, help children to feel comfortable with different cultures and customs.

Children are encouraged to adopt healthy lifestyles. They relish their time spent in the stimulating outdoor play area where they take part in a wide range of physical activities. Indoors, children learn good personal hygiene routines such as washing their hands after going to the toilet and before meal times. Older children understand that germs will make them unwell. Liquid soap and paper hand towels are provided and children are taught how to dispose of them correctly. Staff are familiar with children's individual sleep routines, enabling them to rest when they need to. Children are encouraged to make healthy choices about what they eat and drink. For example, a variety of fresh fruit is provided at snack time, with water to drink throughout the day. Healthy and nutritious meals are prepared and cooked freshly each day on the premises by the nursery cook. The setting has good procedures in place to ensure that children's special dietary requirements are continually met.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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