

The Early Years Nursery

Inspection report for early years provision

Unique reference number

EY273240

Inspection date

29/09/2010

Inspector

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Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Early Years Nursery is one of five of nurseries owned by Foundations for Learning. It registered in 2003 and operates from a converted barn style building in the Plaistow area of Newham. The nursery works in liaison with Newham Community College and offers a training room for students studying for qualifications in early years childcare. Children have access to an enclosed outdoor area. The nursery is open each weekday from 8.00am to 6.00pm all year round. The nursery is registered on the Early Years Register. A maximum of 79 children may attend the nursery at any one time. There are currently 53 children aged from birth to under five years on roll, some in part-time places. The nursery has a number of children with special educational needs. There are 21 staff members, all of whom hold an early years qualification to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A sound knowledge of each child's needs helps support children's development. Children are safe and secure, as they respect each other and have developed happy and strong relationships with each other and adults. However, staff miss opportunities to promote diversity through activities, to challenge children through a range of teaching techniques, and do not fully inform parents about their child's progress along the early learning goals. Self-evaluation is steadily progressing, and as a result, outcomes for children are improving.

What steps need to be taken to improve provision further?

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

- develop teaching methods
- provide activities and experiences that promote diversity.
- develop ways to communicate with parents fully to support children's achievements and well-being.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have a sound understanding of safeguarding procedures and have undertaken recent training. Children feel safe because their daily routines provide safety and security, and they learn how to stay safe through adherence to the boundaries of behaviour. Appropriate checks have been carried out on staff, and those waiting for checks to be cleared are never left alone with children; this shows suitable policies are in place to ensure the safety of children.

Children behave well and show respect for each other, which promotes equality and diversity; however there are too few opportunities for children to engage in activities and experiences that promote the wider world. Children have sufficient access to play resources that enhance their learning and development, and that are age and stage appropriate. Self-evaluation is steadily progressing, and as a result, sound progress is being made in nursery practice and outcomes for children. Partnerships with parents ensure that both children and parents feel welcome, and that parents are informed of their child's day. The nursery engages with outside agencies well to support children with additional needs.

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

Children make satisfactory progress towards the early learning goals and staff show a sound understanding of the Early Years Foundation Stage. Observational assessment and records are not always used sufficiently to inform planning and support progress for individual learning needs. Staff miss opportunities to challenge and teach children through a variety of teaching techniques. Children have sound opportunities to enjoy and achieve throughout the day, they are offered a range of good foods and snacks and have daily opportunities to use the garden, which promotes their physical skills. Children play alongside each other well as they run and jump in the garden, which shows that their social skills are developing well. Children are keen to listen to stories and handle books. They use numbers in every day routines, such as counting as they play. Children build and construct mobiles and make designs with play dough. Children create using paint and during role play.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

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