

Excellence Day Nursery

Inspection report for early years provision

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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*.

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Description of the setting

The Excellence Day Nursery is privately owned by an individual. It opened in 2009 and operates from three rooms on the first floor in the Anchor of Hope building in Bethnal Green in the London borough of Tower Hamlets. Children play in two of the rooms and there is access to toilet and kitchen facilities and an office/staff room. It is open each weekday from 7am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 22 children may attend the nursery at any one time. There are currently 11 children on roll within the early years age group. The nursery is accessed via two flights of stairs. The children share access to the outdoor play area.

There are two members of staff, both of whom hold appropriate early years professional qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The management and staff team promote some aspects of the Early Years Foundation Stage framework requirements within an inclusive environment. Children make satisfactory progress in their learning and development. The staff team are currently working hard to develop a more systematic approach to planning and assessment, in order to tailor provision more closely to the individual learning needs of children in the Early Years Foundation Stage. The management and staff team have the capacity to self-evaluate their practice with children and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

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

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation) 03/01/2011
- request written permission from all parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 03/01/2011

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

- provide opportunities to support children's growing independence to ensure they do things for themselves, for example, consistently serving their own

foods

- provide children with opportunities to organise their own resources, for example, place writing equipments in a reachable location and ensure the personal computer is connected to the electric socket.

The effectiveness of leadership and management of the early years provision

The management and staff team are well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for child protection and first aid. Some record keeping and documentation that is required for the safe and efficient management of the nursery is maintained, and are regularly reviewed and updated. However, although an attendance record is in place for all children, the hours of children's attendance is not kept up-to-date and parental consent for children to receive emergency medical treatment and advice is not in place for all children. These have an impact on safeguarding and are breaches of regulation. The manager and staff have a good knowledge of hazards that could harm children within the provision; a record of risk assessment for every area that children play and school collections is in place. This ensures any potential hazards are promptly recorded and minimised.

Staff are deployed sufficiently to ensure that children are supervised at all times. Children are offered a selection of resources within a child-friendly environment. The manager is taking effective steps to ensure resources and the environment are fully sustainable, in working order and the children can reach to initiate their own play. In addition, children visit a range of recreational and educational places within the community, for example, the parks, library and farm.

Equality and diversity is promoted soundly with the provision. Staff demonstrate they have valuable knowledge about children's welfare and family background. For example, they are fully aware of children's health, dietary and care requirements, such as their allergies and dietary requirements. Children are provided with some resources that foster an awareness of diversity in society, for example, they learn about different cultures. The provider is fully aware of children with learning difficulties and the extended services available to parents. Specialist staff working with the local authority and private professionals are welcome to visit and give advice and guidance about the best ways to offer support.

The management team have various systems in place to self-evaluate and staff's views are considered and they have identified some areas for development. For example, the provider has plans to purchase more resources for outside play. This ensures children's learning is further enhanced. They have worked hard with the early years advisor who has advised further ideas and training, for example, effective spontaneous and focused observations and messy play activities. This work is at an early stage, however, and it has not begun to impact sufficiently on children's learning and development, which is currently satisfactory.

The level of engagement with parents and carers is good. Parents receive information about the setting through daily discussions, and they receive samples

of their children's work. A range of policies, including equality of opportunities, and complaints are in place and shared with parents to ensure they are aware of the setting's professional responsibility. A consultation evening is planned and key workers and parents can share children's profiles.

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

Children are making sound progress towards the early learning goals. Children demonstrate an enthusiasm for play which the provider and keyworkers encourage and support. Although, planning is written in the form of medium term, and weekly, the individual needs of the children based on their abilities and interests is not clearly evidenced. There are a range of systems in place to observe and document children's progress and capabilities; these include plans for the next steps in children's progress and development. However, the child's next stage of development are not recorded in observation documents. The provider is making progress to ensure the method of assessing children is clear and meeting the needs of the children.

Children are making satisfactory progress in their literacy skills. They sit together on the soft cushioning and look at the characteristics of their books. Children are interested in books and they hold the books with care. They thoroughly enjoy and interact when the provider reads a story. Children have opportunities to mark make, in corn flour and also with the use of pencils and crayons. However, crayons together with other creative resources are not arranged so that children can easily reach and initiate their own play. Children have sound opportunities to develop their problem-solving, numeracy and reasoning skills. They align puzzles, build a variety of structures with blocks and count throughout their play. Children develop their understanding about the world as visit the local farm to learn about animal habitats, this is reinforced as they play with small world animal figures and talk about animals in books. Although a computer is available for children to use, during the inspection it was not connected to the mains, therefore children were unable to spontaneously use this piece of equipment. Children enjoy talking on telephones and pressing the buttons of a keyboard. Some activities are chosen to celebrate children's diverse cultural backgrounds, for example, children use materials to create hijabs and they also taste African fruits. Children have some opportunities to develop their creative skills, during role play they dry dollies' hair and they are supported to discuss their family occupation, thinking about new hairstyles. Children explore paint, mix colours, and create a variety of pictures about topical themes.

Children are learning to adapt to a healthy lifestyle well. They develop their physical skills as they dance creatively in movement and music sessions. In the outside area they play games and climb on the recreational equipment at the local parks. Children learn good hygiene routines as they independently wash their hands before sitting down to eat their lunch. Children take pleasure in sociable snack times when staff sit with children, engaging them in conversation and talking to them about the healthy foods that they are eating. Parents provide healthy

foods and they are stored in hygienic conditions. However, there is less opportunity for children to develop independence as the key worker serves their foods and drinks. Children develop an understanding of how to stay safe as they sensibly walk around the premises, taking care as they walk down the steps. Children learn about stranger danger and road safety when out in the community. The provider has plans to practise the fire evacuations with the children. This ensures they are learning about their own personal safety.

Children are developing strong self-esteem as staff listen attentively and value their contributions. For example, staff get down to the children's level and show genuine interest as they talk enthusiastically about their play and home lives. Children are polite, behave well and have a positive disposition towards sharing resources.

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	2
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	2
The extent to which children develop skills for the future	3

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