

Eastwood Nursery

Inspection report for early years provision

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19/11/2010

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.

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Description of the setting

Eastwood Nursery was registered in 1985 and is a privately owned business. The registered owner also owns a nearby preparatory school. Eastwood nursery operates from six grouped rooms on two floors in large converted premises. The younger children are based downstairs. The nursery is situated in Goodmayes, in the London borough of Redbridge, in a residential area close to several local schools and parks and amenities.

The nursery is open each weekday from 8am to 6pm, 52 weeks of the year. The nursery offers sessions to cater for the individual needs of families within the area. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register to care for a maximum of 46 children, of these, not more than 26 may be under three years, of these, not more than eight may be under two years at any one time. There are currently 76 children in the early years age group on roll. Of these, 31 are in receipt of funding for nursery education. Children attend from the local area. Children attend for a variety of sessions. The nursery currently supports a number of children who speak English as an additional language. There are currently no children with special educational needs and/or disabilities on roll.

The nursery employs 19 members of staff. All of the staff, including the manager hold appropriate early years qualifications, two staff members have level two qualifications, the rest have level 3 or 4 qualifications, and one has a level 5 qualification. Most staff members have completed Safeguarding children and paediatric first aid training. The nursery receives support from the Early Years and Childcare Partnership (EYDCP). It is working with Quilt and has completed five modules.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The management and staff team support children's learning exceptionally well and they are making very good progress in their development. The nursery meets the individual needs of the children with the high quality provision they offer, and works positively with parents. Children have good opportunities to explore the world around them through regular access to the outside play area. The key person system is effective which means the staff know the children and their families well, and consequently are able to meet children's needs well. There are detailed written policies and procedures in place which contribute to the smooth running of the setting. The self-evaluation process has been successfully completed and all staff contributed to the process. This demonstrates a commitment to drive improvement and the quality of care provided.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop procedures relating to the visitor book to ensure all information is recorded including where a visitor is from.

The effectiveness of leadership and management of the early years provision

Leadership and management of the nursery are very strong. There is a comprehensive awareness of safeguarding issues among staff. Children are safeguarded well because staff are fully aware of their role and responsibility in recording and reporting concerns in line with Local Safeguarding Children Board procedures. Rigorous recruitment procedures ensure that staff working with children are suitable to do so. Staff receive regular training on safeguarding and as a consequence children are safeguarded well. Staff have an excellent understanding about the procedures to follow in the event of having concerns about children in their care, and keep clear records of children's existing injuries. The security of the premises is good. Either the manager, or one of the staff members open the door and ensure the main door is locked. Staff check visitor's identities carefully. Although a record of where a visitor is from is not recorded, staff record visitors' identities and hours of attendance in a visitor book. They check authorised people collecting children. All the visitors are accompanied out to make sure that the front door is locked. Risk assessments are comprehensive and cover all aspects of the environment including any outings that may be taken. Daily hazard checks are undertaken and the staff are highly vigilant in their supervision of children, all of which contributes to creating a safe environment. Clear records of staff and children's attendance are kept. Children are taught to keep themselves safe and how to assess risks as they play. Fire drills are undertaken regularly and clear records kept. Details of accidents and medication are recorded and shared with parents and all necessary details are obtained from parents before any medication is administered to children. Staff are confident in their knowledge and understanding of how to safeguard children. There is a comprehensive safeguarding children procedure in place including what to do in the event of an allegation made against a member of staff, and staff are aware of this procedure and the need to follow it.

Resources are used very effectively to help children learn and develop. They are easily accessible, of good quality and the effective deployment of staff contributes to children achieving and enjoying their play. The warm, friendly, and caring environment ensures children have a sense of belonging and thrive in the nursery. Staff actively promote equality and diversity and are effective in ensuring all children are well integrated in the nursery. Staff are highly effective in taking steps to close identified gaps in children's achievements, consequently the outcomes for children and their experiences are positive. The key person system works

exceptionally well and staff have an excellent knowledge of children's backgrounds and needs. Children's attention is drawn to the written set of ground rules located in each room, and compliance is sometimes rewarded with stickers and certificates.

The nursery has a highly positive relationship with other groups, parents and carers. Detailed information is given to parents before the children start, which ensures all necessary forms are completed before children attend. Parents are very involved in the initial and ongoing assessment procedures. They meet regularly with their child's key person to review individual play plans, discuss and agree next steps for development, and monitor their child's ongoing progress. Links between home and nursery are secure in relation to sharing information about children and supporting learning in the home. Strong informal relationships with parents are established, which helps children to settle and gain in confidence. Information about the children's day, routines and activities are exchanged through discussion at the end of sessions and through the use of daily diary sheets for younger children. Detailed information is shared with parents daily as they collect their child. Regular newsletters, and easily accessible notice boards ensure information is shared. Details of authorised people to collect children are recorded and a password system is set up for carers. Information about the individual needs of children is shared with other early years providers, which helps the staff to provide support for those children when at the nursery. Staff regularly request comments from both parents and children, using questionnaires. The nursery has formal, twice yearly meetings with parents.

Parents' comments about the nursery are very positive and complement the staff's commitment, drive and approachability. Staff take the lead in sharing information with other early years settings that children attend and as a consequence all adults contribute successfully to help develop children's learning, development and welfare.

The manager and staff team are committed to continuous improvement and achieve this through reflective practice and ongoing training. The enthusiastic staff team work effectively together and are supported well in their continuous professional development. This is done through regular team meetings, one to one sessions, and training and support from early years advisors. Staff and management have a very clear understanding of their roles and responsibilities. Children benefit because staff working with them have a thorough knowledge of child development and a good understanding of the Early Years Foundation Stage framework. Rigorous and robust procedures are in place to recruit, appoint and induct qualified and experienced staff. All detailed policies and procedures relating to the nursery are implemented in practice to a consistently high standard to promote excellent outcomes for children. The self-evaluation process reflects rigorous monitoring of what the nursery does well and what needs to be improved. Actions are well targeted to bring about improvement. All recommendations from the last inspection have been thoroughly and successfully addressed. All staff have contributed to the process and work hard together to provide high quality childcare. Staff are highly motivated and have drive and ambition to secure improvement. They are inspirational and motivate children to learn and enjoy their play.

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

Children are eager to attend and have high levels of achievement in all areas of learning and development. They thoroughly enjoy their time at the nursery and have an excellent sense of belonging. They are developing good communication skills, numeracy skills and good personal and social skills. Children are happy and confident in the nursery because staff provide a warm, caring and consistent approach to their differing needs. Children make good progress because staff observe them closely, assess their progress towards the early goals and plan carefully for the next steps in their learning, ensuring that parents are kept fully informed and involved. Staff use what they know to plan relevant and motivating experiences which are based on children's interests and help children make progress in their learning. Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence, so parents and carers enjoy clear visual images of their children's experiences. The rate of progress in different areas of learning is closely monitored, and staff match observations to the six areas of learning so children are able to make effective progress.

Older children demonstrate increasing independence as they make choices about their play, take themselves to the toilet and help to serve themselves with food and drink. Meals are nutritious, healthy and rotated on a three week menu ensuring children are provided with a healthy balanced diet meeting their individual requirements.

Downstairs younger children follow their individual routines for sleeping, eating and playing whilst toddlers are encouraged to make choices about their play and feed themselves. Adults encourage children's communication skills by talking to them, pointing to objects, singing familiar songs and praising their responses. Children enjoy looking at books, listening to stories read to them by staff and going on trips to the library. Staff use everyday routines to help children to count and to recognise colours, numbers and shapes. Singing number songs, colourful displays promote children's awareness of numbers and shapes. Staff encourage children's creativity by providing a range of activities such as role play, painting, gluing and sticking. Children's manipulative skills are developing well as they learn to cut out paper shapes and they have free access to creative materials, such as play dough. A variety of puzzles, games and construction resources encourage children's problem solving skills, and children also enjoy playing with sand and water outside. Children enjoy designing and making with a range of construction materials. Children develop skills that will benefit them in the future such as an understanding of information and communication technology. Children have access to computers and other programmable equipment, which they use competently. Children's participation in recycling, as well as a range of interesting outings, enable children to learn about their environment and extend and widen their play and learning experiences.

Children's behaviour is very good because staff set a great example, treating all children with respect and involving them in setting clear boundaries for mutually

acceptable behaviour. Children have a good awareness of personal hygiene. They understand the importance of hand washing before meals and after using the toilet. Staff are very good role models and children see them wiping the tables before snack time, and wearing gloves and aprons for serving snacks and at lunch time. Children are able to have a snack when they choose. They wash their hands first, then come to the table and choose what they would like to eat. Children have good opportunities to enjoy fresh air and exercise through free flow access to the outside area. They access this area during any weather and are provided with waterproof coats, umbrellas and wellington boots if it is raining, ensuring children are able to play outside. Children's physical development is well planned for and young children become more confident as they develop their mobility and coordination. Children have access to programmable toys they learn about the wider community on outings to the shops, park and library and through celebrating different festivals. Children generally wear uniforms, but have non uniform and fancy dress days to raise money for charity.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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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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