

Chadwell Heath Nursery

Inspection report for early years provision

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Inspection date 08/12/2010
Inspector Marilyn Peacock

Setting address Resurrection Life Centre, Rear of 31-33 High Road,
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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

The Chadwell Heath Nursery (formally the RLC Community Resource Centre) was registered in 2009. It operates from accommodation within the Resurrection Life Centre, Rear of 31-33 High Road, Romford, in the London borough of Barking and Dagenham. The nursery is registered on the Early years register to provide care for no more than 80 children under 8 years; of these, not more than 60 may be in the early years age group, and of these, not more than 20 may be under 2 years at any one time. They are also registered On the Compulsory part of the childcare register. The nursery operates from 7.30am to 6.30 pm Monday to Friday 50 weeks a year the after school club operates from 3.00pm to 6:30pm Monday to Friday during the school term, and the holiday play scheme operates from 8.00am to 6.30pm Monday to Friday during school holidays. Currently there are 50 children in the early years age group on roll. attending on a part time or a full time 17 staff hold an early years qualification and there are 3 regular volunteers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The clear guidance and dedication shown by the manager means that the nursery is a happy, comfortable place to be. Children are happy and settled because all staff create a safe and secure environment where they are valued and supported to make the most of their abilities. Staff recognise each child's uniqueness and work well with parents to ensure all children achieve well in their care and learning. Routines are generally built around children's developmental stage, interests and ensure children have a good balance of child initiated and adult led activities each day. Planning systems are still being developed however the staffs secure knowledge of how children learn through play means that they are making good progress given their starting points. Self evaluation is effective ensuring continuous improvement in all aspects of the provision.

What steps need to be taken to improve provision further?

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

- review lunch time in the baby toddler room to ensure children are suitably occupied
- develop further the systems for assessment and planning to ensure that next steps are routinely incorporated in to individual children's plans for learning and development.

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of child protection. They know the procedures to follow if they have any concerns about a child in their care. The security of the premises is excellent ensuring only known adults have access to the areas used by children. Regular risk assessments and daily checks ensure that all areas indoors and out are safe. All resources are checked daily for safety. Regular staff appraisals and room monitoring help to ensure the staffs continuing suitability. Good deployment of staff and staff ratios effectively promotes children safety and welfare needs.

The nursery is well organized and the manager's enthusiasm is evident throughout the nursery. This enthusiasm has resulted in a happy motivated staff team who are confident, capable and adaptable. She encourages staff to become involved in the way rooms operate and has started to delegate areas of responsibilities to key staff. Regular training opportunities ensure staff develop new skills as well as keeping up to date with changes and different thinking around childcare. All the required policies and procedures are in place well maintained stored confidentially and updated regularly to ensure all information is relevant. Staff gather valuable information about children's uniqueness before they start to ensure their welfare needs can be met effectively. This information along with sensitive observations gives staff a full insight into children care needs and an insight into activities the children will enjoy and benefit from. Parents are encouraged to be involved in all aspects of the provision helping at special times and attending children's plays. They receive clear information about all aspects of the provision. Both formal and informal feedback ensures parents are well informed regarding their child's progress. They are encouraged to make appointments to talk to staff should they have concerns or any questions regarding their children's care or learning needs. Excellent support is given to children that need additional support. The Nursery Manager, Special Educational Needs Coordinator (senco) and the Inclusion Worker, work effectively with parents and all agencies involved in the care of the children to plan activities and routines which help the children integrate effectively and make excellent progress given their starting points. The manager has a clear vision for the future and this is supported by her self evaluation enabling her to set realistic targets for future development of all aspects of the nursery

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

Staff are warm and caring, good relationships are evident as the children readily approach the staff for support or for a cuddle. Children are polite and well behaved. Staff provide children with consent, praise and encouragement which promotes children's self esteem. Children are developing extremely good social skills. They help each other to put on their coats before going out and help staff to clear away after activities. Children are happy and inquisitive they have a very

positive attitude to learning confidently try new experiences. Children are making good progress towards the early learning goals in relation to their starting points and capabilities. Staff have a clear understanding of the Early Years Foundation Stage and have made a good start at using observations that identify children's achievements. Assessments are beginning to identify children's next steps on their learning journey. Although weekly plans effectively cover all areas of learning children's learning from specific activities is not always clearly identified which may cause problems if different staff are in that room. All staff are skilled at supporting learning, they ask open ended questions and encourage children to think creatively. They skillfully introduce new concepts and children enjoy a good balance of adult led and free choice activities each day. Children show growing independence as they play and clear away resources. Children's early language development is fostered well as the staff have a good understanding of effective interaction and helping children understanding of how language is used. Children are very good listeners they sit quietly listening for sounds in the environment. They listen to different types of music and the babies and toddlers laugh and giggle when a member of staff plays the keyboard, they bounce up and down in time to the music and are starting to join in with familiar rhythms.

Deployment of staff is good and children are well supervised to ensure their safety both indoors and outside. Children are confident to make choices about activities they wish to participate in and staff are always on hand to help them. All children are encouraged to become independent they help themselves to drinks from the water fountain and serve their own meals. The babies and toddlers are encouraged to feed themselves and recognize their own lidded cup from the drinks bar. While the children enjoy their mealtimes with staff sometimes the organisation of mealtimes for babies takes too long, which means they become restless. Good hygiene practices are apparent within the nursery where the adults are required to cover or remove their shoes to prevent cross infection. In addition most staff have attended first aid training to provide suitable care for children should an accident occur. For safety reasons children are escorted to the toilet but are able to see to their own personal needs confidently. Children learn how to keep themselves healthy through planned activities informal discussions and regular opportunities to enjoy physical activities indoors and out. The cook has a good understanding of healthy eating and children enjoy a broad range of healthy freshly prepared nutritious meals. Children are developing a positive attitude to diversity. Children learn to respect each other within the nursery and the wider world through interesting topics and activities. The staff team reflect the local community with many speaking a number of community languages this helps children feel secure and they settle easily in to the unfamiliar environment the addition of male staff also provides positive role models

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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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

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