

Abbs Cross Day Nursery 4

Inspection report for early years provision

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Inspection date	06/12/2010
Inspector	Caroline Preston

Setting address	Lowen Road, Rainham, Essex, RM13 8QD
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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

Abbs Cross Day Nursery Mardyke is one of four privately owned nurseries. It opened in 2007 and operates from three rooms in a purpose-built building. Children have access to an enclosed outdoor play area. It is situated in Rainham, in the London borough of Havering. The nursery is open each weekday from 7.30am to 6.00pm for 52 weeks of the year. The nursery is registered on the Early Years Register. A maximum of 50 children may attend the nursery at any one time. There are currently 39 children aged from birth to under five years on roll. There are eight members of staff, all of whom hold early year's qualifications to at least Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A secure understanding of each child's needs ensures that staff successfully promote children's learning. Children are safe and secure and enjoy the newly refurbished outdoor garden. Partnerships with parents is good, as parents receive quality information about their child's progress. Interaction with other professional is strong, which helps to promote the welfare of the children. Regular self-evaluation by the management team ensures that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

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

- ensure children are offered a range of activities and experiences that reflect both their own cultures and faiths and those of others.
- use mathematical vocabulary to support understanding of problem solving, reasoning and numeracy.
- ensure teaching methods are challenging children's interests and learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as there are secure safeguarding procedures in place, which includes the staff's good understanding of what action to take should a child be at risk. All staff have undergone suitability checks and a record of each staff member's disclosure number is kept. Thorough risk assessments and daily checks ensure that hazards are minimized. All records are up to date, and policies and procedures reflect daily practice. Staff are supported in attending further training and gaining qualifications. Staff have completed training throughout the

year, including safeguarding and first aid. The management team have a clear vision for the future, which is shared with staff during team meetings. Staff are deployed well in both playrooms, so children's welfare is promoted. The environment is warm and welcoming, and furniture and resources are arranged to support learning.

The setting provides a service that is inclusive to all of the community. Children and families are welcomed, and their cultural differences are respected through the celebration of different festivals and the variety of play resources available to children. However, there are too few activities and experiences that help to develop children's understanding of differences. Good communication with parents, including those who use English as an additional language, results in good partnership working. Parents receive detailed information about their child's learning and future goals, and they are also asked for their views on how their child can progress. Parents receive information about the setting and attend open days. The setting works well in partnership with other professionals, such as social services and the local authority workers.

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

Staff have a secure understanding of the Early Years Foundation Stage framework; as a result, children make good progress in their learning. However, there are missed opportunities to challenge children in their learning, as staff do not always use questioning and discussion whilst children play. Staff carry out observations that inform them of what the individual needs are for each child. Parents are also informed of their child's achievements and what their next steps are. These progress reports are quarterly, and they are detailed and clear. Parents are able to speak to staff daily, and attend more formal parent's evenings. Children make steady progress towards the early learning goals and there is clear development from their starting points. The setting operates a family worker system, and staff know children well. Children are independent as they wash their own hands when appropriate and make choices about their play; they decide whether to stay in the playroom, or to use the outdoor play space when they wish to do so.

Children learn to stay safe as they are visited by officers from the local fire brigade. They also watch in awe as the building near to the setting is demolished. They discuss this with staff. Children learn about road safety and how to call the emergency services. They behave well and show respect for each other. Children are independent when using the bathroom and understand the reasons for hygiene procedures, such as hand washing. Visual prompts in the bathroom support their understanding, such as posters. They eat a varied range of healthy snacks and lunches, and have access to drinking water at all times. Children enjoy physical activity in the garden, they have access to a range of wheeled toys, and they also participate in music and movement activities.

Children celebrate cultural festival celebrations and have access to a sound range

of play resources, however there are a limited range of activities that support their understanding of diversity. Children are able to problem solve during play, and to play with the programmable equipment available. However, staff do not use mathematical language to support their learning. Children are creative as they mould and squeeze the cornflour, and they sing and dance whilst listening to the music tapes. They listen to stories and choose stories they'd like to hear. Children mark make with pencils and pens, they go on trips to the local park, library and forest. Small babies are happy and content as they crawl, walk and play ball with each other. They are confident and use their imaginations during role play; they choose the toys they want to play with from around the room. They are eager and excited as they interact with staff.

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	3
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	3
The extent to which children make a positive contribution	3
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