

# John Perry Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY300229
<b>Inspection date</b>	28/01/2011
<b>Inspector</b>	Amanda Allen

<b>Setting address</b>	John Perry Children's Centre, Auriel Avenue, Dagenham, Essex, RM10 8BS
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<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

John Perry Nursery opened in January 2005 and operates from a purpose built building located in the grounds of John Perry Primary School in a residential area of Dagenham, in the London Borough of Barking and Dagenham, close to transport links. A maximum of 52 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm and only closes on public holidays. Children attend for a variety of sessions and have access to large secure enclosed outdoor play areas.

There are currently 96 children on roll all of who are in the early years age range. Of these, 26 children receive funding. The nursery serves the local area. The nursery supports children with special educational needs and children who speak English as an additional language.

The nursery employs 15 staff including the manager and deputy. All of the staff, including the managers hold appropriate early years qualifications. Four members of staff are currently working towards the completion of the foundation degree and three have NVQ at level four in childcare and education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the nursery as they are cared for by attentive, experienced staff. A strong management team and extremely well established systems for communicating with parents and carers underpin excellent continuity of care for all children. The setting delivers the Early Years Foundation Stage with exemption. Staff have excellent knowledge of each child's individual needs and as a result, promote the children's welfare, learning and development with great success. The management team take effective steps to ensure they continually improve outcomes for children. Evaluation and reflective practice ensure the setting builds on the staff's professional development and that of the service it provides. Partnerships with outside agencies is a key strength of the Nursery which ensures children's needs are fully met.

## What steps need to be taken to improve provision further?

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

- continuing to reflect on current practice to maintain continuous capacity to improve.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding children is paramount to the nursery. Children are kept safe and secure due to the vigilance of the staff and the robust risk assessments in place. All staff have a thorough knowledge and understanding of child protection issues and the steps to follow if they have any concerns. Each room is equipped with its own telephone, with relevant contacts if there is a concern. A comprehensive fire evacuation plan is in place for all areas of the nursery. Children are cared for by staff who have been checked through the Criminal Records Bureau and who have undergone a thorough and robust recruitment and induction programme. This ensures that all staff working in the nursery are suitable and have relevant training and experience. Children's care is significantly enhanced by the exceptional organisation of the nursery. Staff are consistent in their interactions with children and in their regard for safety and security. The extensive range of policies and procedures ensure children's safety and well-being is paramount. All documentation including details relating to staff and children are comprehensive and are obtained, recorded and stored appropriately, ensuring confidentiality is maintained at all times. Strong leadership by a highly qualified management team ensures that the provision strives to provide a consistently high quality of education and care.

The nursery have extremely effective and secure measures in place, ensuring that risks to children's safety, both indoors and outdoors are minimised such as clear procedures for the safe arrival and departure of children to and from the nursery and visitors on arrival are asked for ID and to sign the visitors book. Visitors are also informed of the fire procedure in the event of an incident and shown the fire exits. Formal risk assessments are effective in ensuring that potential hazards to children are minimised, for example, safety gates are securely fixed and appropriately used, security intercom systems in place, broken toys and resources are removed from play areas, fire exits are clearly labelled and are in working order and fire extinguishers are in place and securely fixed to the wall. There are comprehensive and clearly written procedures in place that staff know about and are consistently applied. Play areas, furniture, equipment and resources are effectively organised enabling children to move freely and independently between activities and different play areas. As a result, children feel confident within the nursery and are safe and secure. All the group rooms and communal areas are brightly decorated with the children's art work, posters, notice boards, hanging decorative mobiles and photographs. The premises are exceptionally clean, airy, well lit, and effectively heated, ensuring that it is suitable for children to use at all times. Resources provided in each room are substantially well-organised so they are attractive and accessible to all children.

The staff liaise closely with parents from the start through home visits, clear settling procedures, and by asking them to provide information about their children's routines, likes, dislikes and interests. Parents are constantly encouraged to be involved in their children's learning as they are informed daily about activities their children have undertaken and have unlimited access to their children's profiles. Partnerships with both parents and other settings are extremely strong

and a key strength of the provision. Families are included in meaningful ways to ensure excellent support for children's needs particularly around Special educational needs, culture and language. Children are cared for by staff who are first aid trained and excellent procedures are in place to support children who require prescribed medication. Staff record accidents on individual sheets to maintain confidentiality. Each sheet is signed by a member of staff who dealt with accident, the manager and parent. Accident sheets are filed confidentially in a lockable filing cabinet in the manager's office. This ensures that children's health requirements are met and confidentiality is maintained.

Extremely positive steps have been taken to ensure that children can move on successfully to new settings, as strong links are in place with the local schools and their key persons are involved heavily in their transitions. These steps contribute to great continuity of care for all children. All children are well supported to be able to join in all the activities. Plenty of pictorial images, visual timetables, warm staff and activities that are adapted for all individuals, encouraging all children to have a voice and give them access to take part in all activities on offer so that everyone is valued and included.

The Children's Centre has established a strong management team which ensures that the setting is run effectively and meets children's needs. Staff are all aware of their roles and responsibilities and this enables them to work effectively to achieve the outcomes for children. Strong self-evaluation systems are in place and demonstrate the management team's excellent awareness of the setting's strengths and weaknesses. They seek input from the staff, children and parents into the evaluative process so that they can maintain continuous improvements. In particular they effectively monitor planning, practice and profiles. They have developed formats for monitoring where staff are given feedback and targets in order to improve. The manager, deputy manager and staff are all professional, enthusiastic and highly motivated in their approach to providing all the children with positive early years play and learning experiences. The managers have a very hands on approach; a reflective and consultative practice is promoted within the nursery ensuring an open working practice is maintained. For example, the managers discussed future ideas for developments for the nursery to extend their exceptional practice further. They addressed ways to further involve parents in their children's learning and to continue to ensure consistent high quality learning profiles and providing support to practitioners where needed. Staff are fully supported by the management team and excellent communication systems are in place to ensure continuity of care. Regular staff meetings ensure that the care and education children receive is regularly discussed and improved, with all staff members having the opportunity to contribute ideas and suggestions. Overall, children make outstanding progress in their learning and have excellent levels of achievement given their capabilities and starting points and the setting meets the needs of the range of children for whom it provides.

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

Children develop extremely close, trusting relationships with each other, and the adults in the setting, promoting their confidence and self esteem and giving them a real sense of belonging. All the children are very happy, contented and settled within the nursery, as they are cared for and taught by extremely motivated and enthusiastic staff. This helps children to become fully engaged in the activities they are completing, for example during the molding of animals and creatures in a tray of shaving foam staff sit with children and successfully support and extend their imagination. Children are provided with an extensive range of inspiring activities and play opportunities such as growing vegetables and fruit in the garden, sensory play and shape painting, sticking and gluing collages and experimenting with musical instruments and singing. The babies particularly enjoy playing with mirrors and sitting in soft cushions building blocks. Consequently, children are extensively and consistently stimulated by activities provided and their interest is successfully maintained.

The children are cared for by staff with an excellent, extensive and inspirational understanding of the Early Years Foundation Stage and how children play and learn. This helps to ensure that children make outstanding progress through the early learning goals and in line with their age and individual abilities and interests. Children and parents are involved in the planning of activities enabling staff to accurately assess children's developmental progress and plan future activities for children. Staff use children's individual profiles to track children's developmental progress, including initial profiles of baseline entry assessment, helping staff to successfully track children's progress. Children take part in an extensive range of activities which cover all six areas of learning. The combination of free flow play, child initiated activities and adult led activities such as story and circle time enable children to work and play purposefully together and respond positively to the visual timetable with staff requests such as, tidy up time, story time and lunch time. Children's views are always taken into account in planning by giving children choices. Planning is flexible and adapted in line with children's ideas or if anything significant has happened to them for example a house move, visit to the doctor or a new baby. This enables children to feel valued when their views and interests are implemented.

Children learn to play in a culturally rich environment that positively reflects diversity, for example, posters and signs in many languages. They take part in activities which reflect the diversity of the society in which they live. Children learn about different celebrations, for example, pictorial wall displays show children celebrating festivals around the world. The nursery are working on activities with the children to celebrate Chinese New Year and the canteen will be providing a celebratory Chinese lunch for the children to try. Children were also excited to explain to the unknown inspector about their trip in December to the Snow White pantomime in Southend. Children are encouraged to understand and develop positive relationships with others who are different from themselves. They learn respect for diversity, acceptance of difference and about fairness, tolerance and respect for others. Staff are vigilant to ensure that every child is included and not

disadvantaged as there are effective systems to promote equality of opportunity and anti-discriminatory practice for example, information about the Nursery and policies are accessible in written and spoken form and where requested offered in different languages.

The setting has some fabulous resources to reflect diversity and they use these to help children learn to value diversity in others and grow up making a positive contribution to society. They are able to access resources, including, toys, dressing up clothes, play people, books, puzzles, musical instruments, foods and posters. Children with learning difficulties and/or disabilities take part fully in all nursery activities. They are exceptionally well supported by staff who have a positive approach to meeting their needs. A special educational needs Co-coordinator (SENCO) works with parents and outside agencies to always ensure that all children develop confidence and make excellent progress.

Staff are very skilled in their questioning techniques so that they consistently challenge children's thinking and allow them to express their own ideas and thoughts. This extends their learning and encourages their problem solving skills, for example questions about what they are eating during meal times, healthy food discussions and where the food comes from. Children's speech and language skills are also monitored through ECAT (every child a talker).

Children clearly enjoy the free access they have to the resources. This builds the children's self-esteem and their confidence as they independently choose what activities they would like to take part in or play with. Children are extremely well supported in the acquisition of useful skills in literacy and numeracy which help them develop a range of excellent skills for the future. For example, they talk about the pictures in the book at story time and enjoy making the actions when singing some of their favourite songs. They learn to recognise simple words, shapes and colours, and use numbers in a variety of different situations. Practical and interesting mathematical processes, such as measuring the distance required between vegetables when planting, weighing and measuring ingredients when cooking and counting the number of children together at meal times to ensure the correct number of plates are available. Children respond positively when staff praise and encourage them for counting successfully when handing out the plates, cups and utensils for meal times. They particularly enjoy digging, planting, and sand and water activities. They can also paint and draw at any time, allowing them to develop ideas and practice fine motor skills. Their physical skills are effectively promoted through an extensive variety of equipment, for example, climbing frame, sensory walls, bats, balls, hoops, bicycles and tricycles.

Children behave extremely well. The extremely calm and patient approach implemented by the staff team helps the children to clearly understand right from wrong and the consequences of their actions. Full explanations are given to children as staff have high expectations and set consistent boundaries for all children, which helps them to learn to negotiate with others and take responsibility for their own behaviour. Staff provide excellent role models for children by being calm and polite. Praise is consistently given, ensuring that they develop confidence and self esteem and understand that they have done well.



Children have an excellent understanding of healthy eating as they are encouraged to discuss the healthy foods on offer to them throughout the day. Contamination and infection are minimised because extremely effective procedures are in place. Children are taught about the importance of personal hygiene throughout their day at the nursery. Pictorial images reflect hygiene routines. Staff ensure the children wash their hands before and after meals and snacks. Menu's are regularly updated and provide a healthy and nutritious selection of meals and snacks. The nursery work closely with the parents to ensure the meals meet the children's dietary requirements and weekly menu's are displayed on the notice board. The children have open access to water at all times and a rolling snack of fruit , vegetables and rice cakes at snack times.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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