

Balfour Nursery

Inspection report for early years provision

Unique reference number EY308464
Inspection date 28/01/2011
Inspector Marilyn Peacock

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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

Balfour Nursery is a private day nursery owned by Premier Childcare Limited in the London Borough of Redbridge. The nursery is situated in a residential area, close to Ilford Town Centre. It operates from a converted three-storey house and is open from 7:30am to 6:30pm, Monday to Friday for 51 weeks of the year. Children may attend all day or for a variety of sessions. Children have the use of four rooms situated on the ground and first floor. There is an enclosed garden area for outdoor play. Children attend from the local and wider area.

The nursery may care for no more than 45 children in the early years age group, of these, not more than 15 may be under two years at any one time on the Early Years Register and compulsory part of the Childcare Register. Currently there are 56 children on roll. The nursery does not provide overnight care. The setting employs a qualified manager to be responsible for the day-to-day running of the nursery. In addition, there are 18 staff who work directly with the children, including a deputy manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in safe, secure environment where staff meet their individual needs generally well. A strong commitment to continual improvement and effective self-evaluation ensures good quality provision and promotes the outcomes for children effectively. Children and their families are valued as individuals and what their uniqueness brings to the nursery. A close working relationship with parents ensures children achieve well in their learning and their welfare needs are met effectively.

What steps need to be taken to improve provision further?

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

- make sure that risk assessments cover all aspects of the provision; in this case moving furniture around when children are present and take appropriate steps to minimise any risks identified and review regularly (Premises, environment and equipment). 11/02/2011

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

- make sure that children receive suitable support and guidance from all staff at all times.

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of child protection. Safeguarding children is given priority. All rooms are covered by closed-circuit television (CCTV) as is the front door, therefore no one can enter unless they have been shown in by a suitable member of staff and have signed the visitor's book. Risk assessments have been conducted including risk assessments for trips and outings and are reviewed regularly to ensure children's continuing safety. However, risks to children and adults when moving furniture still needs to be assessed. Procedures to prevent the spread of infection are good helping to ensure children's continuing good health. Most members of staff are qualified first aiders therefore can act in children best interests should they have an accident.

The nursery seeks the views of parents who use the service and they are happy with the care and education their children receive. Settling-in time is used well to find out what makes children unique, information about their culture and backgrounds and daily routines when at home. Very good support is given to children and families who may speak another language when at home. Posters and displays are displayed throughout the nursery in languages used in the children's homes. Key words are also prominently displayed to help staff support children as they settle. A number of member of staff speak the languages of the children that attend making it easier for children and parent to understand nursery life. All parents receive daily diaries and an informative newsletter is available every two months. They are encouraged to share their child's achievements at home and to become involved in their child's learning journeys.

Good use is made of the nursery accommodation to give children freedom and security. Resources toys and equipment are easily accessible. Staff are suitably deployed and most give children the support and encouragement they need to make good progress. A good training programme is in place to ensure staff keep up to date with their knowledge and understanding of child care. All required policies and procedures are in place to effectively promote children's welfare. They are discussed regularly at team meetings to ensure they are implemented consistently. Recent changes in the way rooms are staffed and long term sickness has proved unsettling to staff and some are struggling with the changes. This has been identified through the regular room monitoring processes and is under review to ensure best practice.

Observation of children at play and assessments of their learning so far are used successfully to identify children's next steps on their learning journey. Self-evaluation is progressing well involving staff parents and children to ensure the continuous improvement of the setting. The partnership with schools and other providers is still developing to help ensure smooth transitions and progress children's learning appropriately.

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

Children play in a clean, homely environment where they are happy and secure. The good range of good quality resources offers a wide variety of learning experiences for every child. Resources reflect images of people in society and the majority are in within easy reach. Helping to ensure children develop positive attitude to diversity. Children learn to respect each other. Generally staff are good role models and children are polite and well behaved.

A suitable balance of adult-led and child-initiated activities that support all areas of learning are available each day. Children are mostly involved in worth while task which are built around their current interests. Children count as part of regular routines. They count the children present that day and the number of children using the garden. They use programmable toys to support their understanding of information and communication technology (ICT). The youngest children that attend laugh and giggle as they splash at the water tray. They cuddle up and listen to stories on the cushions. Children are learning sounds in letters through the letter of the week currently the letter 'K'. They show increasing skill at writing correctly formed letters on their kite shapes and many are starting to write the letters in their names. Children enjoy dressing up, acting out different situation with dolls and family resources. They excitedly wrap themselves in bright saris hanging from the ceiling and enthusiastically dance to Bhangra music. Most children are able to put on their coats and mittens before outside play. When outside they excitedly roll balls down ramps and mow the lawn with pretend lawn mowers. They hid in the play house jumping out to spook the staff. They successfully negotiate the tyres and balance beams obstacle run. They manoeuvre the cars and tricycles around the garden with increasing skill. A choice board helps them choose resources which are stored in the large shed ensuring a variety of experiences outside. Children make choices about activities they wish to pursue and staff are on hand to guidance when needed.

Even the very youngest children are becoming independent; they feed themselves under the watchful eye of their key person. More able children pour their own drinks and serve their own meals. However, at times their independence is stifled as they have to be escorted to the toilets and they queue up to wash their hands. They learn how to keep themselves healthy through discussions on healthy eating and a healthy way of life. Children receive healthy nutritious meals cooked on site by the nursery cook. They are encouraged to try new tastes and love the cook's chapatis. Children with different dietary needs have their own colour-coded plates ensuring they receive the right foods at meal times. Children are learning to stay safe they practice emergency evacuation regularly. Records kept are detailed and a number of consents and are in place to ensure children's safety and parents wishes are adhered to. Effective systems are in place to ensure that only parents or known relatives collect children.

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

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| 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

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| 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 | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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