

Loxford Children's Centre Nursery

Inspection report for early years provision

Unique reference number

EY289042

Inspection date

22/12/2010

Inspector

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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

Loxford Children's Centre Nursery was registered in September 2004 and is run by the London borough of Redbridge. The setting operates from a purpose built single storey building, situated in the area of Ilford within the London borough of Redbridge. There is an enclosed outdoor play area with a separate section for children under two years. The nursery opens each week day from 8am until 6pm for 51 weeks of the year.

A maximum of 56 children in the early years age range may attend the setting at any one time. Of these, 17 may be aged under two years. There are currently 59 children on roll from three months to four years. Twenty six children are in receipt of nursery education funding. Some children attend on part time sessions. The setting currently supports children with special educational needs and/or disabilities, and also supports children who use English as an additional language. The setting is registered on the Early Years Register.

The setting employs nine members of staff all of whom are qualified to National Vocational Qualification level 2 or 3. A teacher for the children who are in receipt of nursery education funding attends one day a week. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is promoted through appropriate safeguarding policies and mostly effective procedures but risk assessment records lack required detail. All children make good progress in their learning and development because staff support, guide and facilitate each child's knowledge and skills. Systems for observation, assessment and planning are under review. Strong partnerships with parents and external agencies impact very well on children's care, learning and development. Equality and diversity is positively promoted because the range of experiences and opportunities are accessible to all children within the setting. The setting demonstrates a commitment to building on current practices to improve the outcomes for children and self-evaluation systems are developing.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment includes by whom the assessment was carried out and the date of the review (Documentation) 30/01/2011

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

- encourage parents to share their views about the provision for their children as part of the self assessment for the setting
- vary the times of the fire drills to ensure that all children take part
- provide further opportunities for children to develop their awareness of languages and writing systems in other community languages

The effectiveness of leadership and management of the early years provision

Staff's sound knowledge of the signs and symptoms of abuse, and their understanding of the Local Safeguarding Children's Board procedures, promotes children's welfare within the setting. The premises are secure and appropriate procedures help to prevent unwanted visitors gaining access to children. There are clear recruitment procedures in place, which means that suitable and experienced staff look after the children. Overall, basic risk assessments enable staff to identify and reduce the risks of potential hazards to children indoors, outdoors and when out on trips. However, some of the entries on the document do not always show who conducted the risk assessment, and there is also no written evidence as to when the risk assessment will be reviewed. This is a partial breach of the welfare requirement. All other records relating to the health and welfare of children are in place and maintained. Resources are efficiently deployed. For example, contingency arrangements are in place to ensure that the adult to child ratios are met. Also, a qualified and experienced acting manager leads and manages the staff team in the absence of the manager of the setting.

The acting manager and staff are committed to improving the provision for children. For example, they have addressed the recommendations from the last inspection, which resulted in enhancing children's learning and development and promoting their good health. A qualified teacher works with the staff team for one day a week providing support and guidance; they play a key role in enabling and extending children's learning and development. The setting uses quality assurance indicators, self assessments and training to identify their strengths and weaknesses. The acting manager has begun to review the system for observations and assessments. Staff offer very good support for children with additional needs and adapt activities so that all children can participate in a range of activities. They work closely with parents and external agencies to make sure children's needs are planned for and met. Parents are kept well informed about their children's care routines, achievements and progress through daily feedback, diaries and when sharing children's observational records. Parents are encouraged to contribute to their child's observational records. This shows that the staff values parents as partners. There is some evidence that parents have contributed their views to the evaluation of the setting in the past, although parents' views have not been sought recently.

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

Children arrive happily at the setting and settle well because of effective settling arrangements that are tailored to their individual needs. The key person system ensures appropriate support and care is provided for children throughout the session. Children benefit from a well organised environment with a broad range of equipment and resources appropriate for the ages of the children attending. Children and babies access their own resources independently, which helps to develop their independence. Staff have a good knowledge and understanding of the learning and development requirements, and as a result of this all children are progressing well towards the early learning goals. Babies are able to explore and experiment through a range of planned activities as well as practical routines that are appropriate for their stage of development. A good balance of adult led activities and child initiated play enable children to enjoy and achieve. Staff regularly observe, monitor and record children's achievements, although in some cases it is not always clear which of the areas of learning that staff are monitoring. In spite of this, samples of children's work, and photographic displays, show that children are provided with opportunities indoors and outdoors to extend their knowledge and skills in all areas of learning.

Children are developing good communication skills. Babies communicate in a variety of ways, such as babbling, gurgling and vocalising. They have many opportunities to listen to a variety of sounds from a range of toys and equipment. Children hold meaningful conversation with their peers and adults, which demonstrates that they are confident speakers. Staff obtain key words from parents, and use language and communication schemes to support children who are learning English as an additional language. Children show an interest in books and demonstrate good book handling skills, although there are few dual language books. Children become aware that print carries meaning through the many forms of labelling on wall displays and storage facilities around the setting; however, there are very few examples of scripts in languages other than in English. Babies develop an awareness of numbers and shapes through age appropriate books; colourful posters and resources. Activity plans show that babies are provided with opportunities to observe big and small items of play equipment. Children develop counting skills and learn to recognise numbers during planned activities and free play. Their understanding of shapes and measurements is developing well. Also, staff use practical routines, such as meal times, to encourage children to develop problem solving skills, for example comparing the numbers of plates to the numbers of children. A good range of role play and small world equipment enables children to use their imagination and act out personal experiences. Babies have opportunities to use their senses and explore a range of natural and manufactured materials. Children investigate using their senses of touch and smell when building a snow person outdoors.

Children have an understanding of how to keep themselves safe as they remind younger peers to be careful when eating, because the food might be hot. Most children have regular opportunities to practise the emergency evacuation procedures; however, children attending the afternoon sessions miss out on this

opportunity because fire drills are conducted during the morning sessions. Children's physical development is well supported as they benefit from daily fresh air and physical play outdoors. Consistent daily routines and the staff's own good practice reduce the risk of cross infection or germs, and help to promote children's good health. Staff monitor babies' food intake and nappy changes, which ensures that babies remains healthy. Children play in a clean environment where they learn to follow good hygiene practices, such as washing hands after the toilet and before eating. Children are provided with freshly cooked nutritious snacks and foods that cater to their dietary requirements on a daily basis. This helps children to develop healthy eating habits. Fresh drinking water is available at all times and children confidently help themselves.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

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 | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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

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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 | 3 |
| 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

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| 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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