

Cambridge Day Nursery Ltd

Inspection report for early years provision

Unique reference number

EY346992

Inspection date

24/02/2011

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

Cambridge Day Nursery registered in 2007. It operates from a converted house in Seven Kings in the London Borough of Redbridge. Access to the building is at ground level. The nursery is open every weekday from 8.00am until 6.00pm for 51 weeks of the year. Children have the use of three play rooms, two of which are on the ground floor, accommodating older children, and one on the first floor, accommodating younger children. Children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children under eight may attend the setting at any one time. There are currently 40 children on roll in the early years age group and eight members of staff, all of whom hold relevant early years qualifications. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers a safe and inclusive provision for children where they develop a real sense of belonging. Staff promote children's welfare effectively through the implementation of appropriate health and safety guidelines. Children enjoy a variety of interesting play activities and make good progress towards the early learning goals. There is an excellent working partnership with parents which encourages them to be involved in their children's learning. The nursery manager is proactive in driving improvement, thereby continually improving the outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop further the use of the outdoor play area as an alternative learning environment.

The effectiveness of leadership and management of the early years provision

The nursery's documentation is well organised and provides a very good framework for staff's practice. There are effective policies and procedures in place to ensure that children are safeguarded while in the setting. Detailed risk assessments are regularly carried out and appropriate action taken to minimise any potential risks to children. Staff follow set procedures for outings so that children

keep safe when taking part in an outing. All staff know what to do in the event of any concerns arising which relate to child protection. Care plans for individual children are in place and records relating to children's ongoing health and safety are well maintained.

The manager leads staff in a process of self-evaluation which enables them to reflect on all aspects of their practice and to highlight areas for further development. She has particularly effective procedures in place for monitoring staff's practice and thereby promoting their individual professional development. Since the previous inspection there have been notable improvements in the nursery provision through its involvement in a local authority quality assurance scheme. The manager uses action plans to set relevant targets for the future, for example, she has put much effort into improving the nursery's engagement with parents and is keen to develop the outdoor play provision.

The nursery provides useful and up-to-date information for parents about its provision for children. Parents' views are taken into account when evaluating the provision, resulting in better communication between staff and parents. Consultation meetings with key workers are set up at regular intervals so that parents are well informed about their children's progress. Parents receive helpful daily feedback and are made aware of their children's special interests at nursery. In this way they are encouraged to follow up their children's learning at home and make their own contributions to profile books. Staff liaise closely with parents at times of transition. They work in partnership with other providers and professionals to offer children a consistent approach to their care and development. Parents express a high level of satisfaction with the overall provision for their children.

Staff organise stimulating learning environments for children with opportunities to take part in a variety of adult-led activities as well as free choice play. The baby room is arranged in a particularly attractive manner with colourful fabrics and toys to interest children. Staff engage with children in their chosen play activities and respond to children's changing interests by introducing alternative resources. In this way children are encouraged to feel valued as individuals. Children especially enjoy opportunities for outdoor play in the newly refurbished garden, which offers a variety of activities within a safe play setting, although staff do not yet make the most of this resource to offer a range of alternative play activities throughout the day.

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

Children are well settled at nursery and show much interest in the activities on offer. They are encouraged to become active learners as they explore different textures and materials. Staff make good use of added ingredients to offer interesting mixes to investigate, such as coloured pasta. They support children effectively, joining in children's play and engaging them in conversation.

Staff have a good understanding of how children learn through play. Babies have

exciting opportunities to make connections with their environment as they become involved in their exploration. Children enjoy the freedom to choose their own activities, for example, building a model or looking quietly at a book. They concentrate well and often persist at a chosen task, for instance, when creating a pattern using coloured pegs.

Staff utilise a comprehensive system of observational assessment to move children on in their learning. They create attractive profiles for children, making use of numerous annotated photographs, and supporting written observations, which show children's progress over time. In this way they are able to plan around children's learning needs and ensure needs are met in all learning areas.

Staff promote the acquisition of skills for the future as they encourage children to increase their skills in the key areas of literacy and numeracy. Children's mark-making skills are extended through planned activities that incorporate drawing and writing tasks. Children extend their number skills as they count and sort objects, or join in number rhymes. At group times they gain self-confidence in the use of phonics.

Children are very aware of their boundaries in the setting and behave extremely well. They learn to respect the needs of others as they play together in a group. They are attentive to staff and respond appropriately to requests and instructions. Consequently they demonstrate an exemplary attitude towards learning and are always keen to try new activities. Older children benefit from special activities, such as a weekly trip to the library and drama sessions.

Children feel safe and secure in the setting and have an increasing awareness of how to keep themselves safe in different situations. They are encouraged to adopt healthy lifestyles through the provision of healthy and nutritious meals. Children contribute their ideas to the weekly menu and this helps them to eat well. They have access to drinking water at all times and are encouraged to relax after lunch to avoid becoming overtired. They take part in activities planned around cultural and religious festivals and so gain a knowledge and understanding of diversity.

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	1

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	1
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