

Green Lane Pre-School & Day Nursery

Inspection report for early years provision

Unique reference number	128506
Inspection date	21/04/2011
Inspector	Rufia Uddin
Setting address	510 Green Lane, Goodmayes, Ilford, Essex, IG3 9LH
Telephone number	020 8590 1413
Email	
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

Green Lane Pre-School & Day Nursery was registered in 1998. It is situated in large converted premises on a main road between Seven Kings and Goodmayes, and is close to local parks and other amenities in the London Borough of Redbridge. Children have access to a secure enclosed outdoor play area. The provider is on the Early Years Register. The nursery is open all year round Monday to Friday from 8am to 6pm.

The nursery is registered to care for a maximum of 47 children in the early years age group, of whom, not more than 27 may be under three years, of whom, not more than 11 may be under two years at any one time. At the time of inspection there were 75 children in the early years age group on roll. The children attend for a variety of sessions and 34 children receive funded education for three and four year olds.

The nursery currently supports children who speak English as an additional language. There are currently no children with special educational needs and/or disabilities on roll.

A team of 10 staff are currently employed at the nursery and all of them hold an appropriate childcare qualification. The nursery receives support from the Local Pedagogy Team. The nursery has taken part in the Quilt scheme and has completed seven modules.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have excellent opportunities to explore the world around them through regular access to the outside play area. The key person system is extremely effective, which means the staff know the children and their families well, consequently they effectively meet children's needs. There are comprehensive, detailed written policies and procedures in place which contribute to the smooth running of the nursery. Overall, partnerships with others are very good and the nursery have superb partnerships with parents. Effective management and motivated staff are committed to providing extremely high quality childcare, and consequently children progress exceptionally well in all areas of learning. The self-evaluation process is on-going with all staff contributing, demonstrating a commitment to drive improvement and continue to raise the already high quality of care provided.

What steps need to be taken to improve provision further?

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

- strengthen links with primary schools to promote smooth transitions.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded because staff have an in-depth knowledge of child protection issues and a clear understanding of how to respond if concerns are identified. Highly effective procedures are in place to ensure children are kept safe and secure, and this is fully supported by the excellent quality of all written records. Detailed and very comprehensive formal and informal daily risk assessments of all areas ensure potential hazards are removed, and effective systems for the collection of children contribute to ensuring children's safety remains uppermost at all times. Robust recruitment procedures ensure that staff working with children are suitable to do so. Fire drills are practiced regularly and clear records are kept to ensure all staff and children fully understand the procedure. Children are very effectively taught how to keep themselves safe and how to assess risks as they play.

Children play in spacious accommodation which stimulates and interests them. It is extremely well organised and children are able to access resources that promote their development in all areas of learning. Staff effectively facilitate the choices made by children and are very enthusiastic role models. The setting is totally inclusive and all children are respected as individuals. The nursery effectively promotes inclusion by welcoming all families and fully integrating every child into the nursery. Staff demonstrate excellent knowledge of the procedures to follow to support children with special educational needs and/or disabilities or English as an additional language. The nursery has a special educational needs coordinator who attends relevant training and works with other professionals, if needed, to provide an excellent service. Staff are aware of the importance of sharing information with other early years settings which children attend, to fully support children's learning. Children value themselves and their peers, and recognise the differences and similarities between themselves, their families, homes and cultures. Diversity is reflected throughout the nursery and children's individuality is truly appreciated and celebrated. The nursery enables all children to make exceptional progress in their learning and development, from their various starting points. Children greatly benefit because links are in place with a range of professionals, including speech therapists, fire officers, community police, the toy library and dentists. The nursery successfully promotes a smooth transition to primary school by inviting staff from the local primary school to visit the nursery, although this has not yet been extended to cover all the schools children will attend.

Parents are kept extremely well informed about the nursery through the use of an informative prospectus, notice boards and regular newsletters. Parents are encouraged to share what they know about their children and become actively involved in their child's learning. Parents are aware who their child's key person is, and robust daily verbal communication keeps them informed of their child's daily progress. Twice yearly meetings are arranged with parents to discuss children's progress in depth, and days are organised where parents can come to the nursery

to join their children in play. Staff regularly seek the views of parents and carers, through discussions and questionnaires. Staff understand the importance of accurate record keeping to ensure the continuing needs of the children are addressed.

The leadership and management of the nursery is exceptional and demonstrates a commitment to providing outstanding, quality childcare. Children's care and learning is significantly enhanced because management and staff share a common sense of purpose. Management has high aspirations for quality, which are reflected in the robust monitoring and evaluation systems. Excellent systems to monitor staff performance and development, including regular appraisals, help staff celebrate achievements, identify targets and training needs, and increase their skills. This has a very positive impact on every child. Self-evaluation is on-going and information gained is used extremely effectively to facilitate further improvement.

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

Children thrive and make exceptional progress from their various starting points, in a highly stimulating and welcoming environment. The organisation of the nursery is extremely effective, and highly motivated staff provide varied and interesting experiences that superbly meet the individual needs of the children. The interaction between children and staff is excellent. Throughout their play children are constantly given praise and encouragement from staff and as a consequence they exhibit extremely good behaviour. They are valued as individuals and this enables children to develop high levels of confidence and self-esteem.

The nursery encourages children's creativity by providing a wide range of activities using a wide variety of media. Children enjoy making collages and draw daffodils to display and later take home. They have opportunities to learn about diversity by learning about festivals from different cultures and have access to excellent resources promoting awareness of diversity. Children's imagination is developed through a wide variety of role play scenarios and dressing up, for example, by making a corner into a hairdressing shop. Younger children enjoy hiding in a tent and climbing up and exploring different levels of the baby gym and sensory room. All children have access to the outdoor play area, which encourages them to be active and develop their physical skills. Children are provided with suitable clothing if it is raining, ensuring they are able to play outside whatever the weather. Children are constantly developing their knowledge of the world around them, learning how to dress appropriately for the weather. Children are learning how to care for themselves, and have a healthy lifestyle, helping themselves to drinks throughout the day. Staff use resources extremely effectively outside to help children develop in all six areas of learning. The nursery makes extremely effective use of the outside play space, taking books and painting materials outside to enable children to continue and extend their creative activities. The soft outdoor surface is well used by the babies and toddlers, preventing unnecessary accidents.

The nursery makes very effective use of information gained from observing children to inform plans, which cater for individual interests and abilities. It uses what children know and can do to plan further challenges to help children make rapid progress. Children's language and literacy skills are developed by the well planned environment, excellent resources and the interaction of staff. The attractive book and writing areas inspire children to come and use them. The Every Child A Talker (ECAT) program has been creatively applied by staff who use every opportunity to introduce new words, and encourage children to express their feelings and opinions and share information with others during group activities. Children are sociable and make friends easily and communicate well with adults and children. Staff have a clear understanding of how children learn and know their key children very well. Babies are excellently supported by the dedicated staff. Their daily plans incorporate each child's routines, in order to offer consistency of care. Staff plan a wide variety of activities which meet the interests of every child. Children further benefit from the flexibility of planning which enables many activities to be child-led. They are able to make choices and are keen to explore and try new experiences. Next steps to learning are identified by listening closely to the children, observing their play and recording their achievements. These are then fed through to flexible weekly plans. Children grow in confidence as they learn their opinions are valued. Children learn about the wider world from visits of key people to the nursery and as they help to raise money for charities. Children benefit from opportunities to develop information technology skills, and skills that will enhance their future economic wellbeing. For example, children relish playing on the computer where they are able to extend their problem solving, reasoning and numeracy skills.

Children are encouraged to develop an awareness of personal hygiene. They understand the importance of hand washing before meals and after using the toilet. Staff encourage and assist children to develop independence throughout the day. Meal times provide opportunities for them to develop their social skills as they enjoy conversing with each other. Children enjoy healthy, nutritious meals which are freshly prepared and cooked on the premises, and include adaptations for children requiring special diets. Children are well mannered, polite and enjoy the relaxed, friendly atmosphere that enables them to make rapid progress towards the early learning goals from their various starting points.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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