

Abbs Cross Day Nursery 3

Inspection report for early years provision

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Inspection date	18/04/2011
Inspector	Caroline Preston

Setting address	Collier Row Childrens Centre, 28 Clockhouse Lane, ROMFORD, RM5 3QJ
Telephone number	01708 741 144
Email	abbscrossdaynursery@yahoo.co.uk
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).

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

Abbs Cross Day Nursery 3 is a privately run provision and one of four settings run by the provider. It opened in 2007 and operates from rooms within Collier Row Children's Centre in a purpose-built building. It is situated in a residential area very close to the main shopping street in Collier Row in the London borough of Havering. Children have access to a secure enclosed outdoor play area. It is open all year from 8am to 6pm.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend the nursery at any one time. There are currently 50 children aged from birth to under five years on roll, some in part-time places. Children come from a wide catchment area across more than one borough. The nursery currently supports a number of children who speak English as an additional language. The nursery employs six members of staff. All of whom hold appropriate early years qualifications. The nursery provides funded early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children learn as they are offered a wide and stimulating range of play experiences. They are cared for in a safe environment and are happy and settled. Self-evaluation is effective as areas of weaknesses are identified and action plans put in place to improve. This means that children are offered better care and education.

What steps need to be taken to improve provision further?

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

- develop children's awareness of languages and writing systems other than English, and communication systems such as signing and Braille
- include resources from a variety of cultures to stimulate new ideas and different ways of thinking.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as arrangements for safeguarding are robust. Staff have a strong understanding of the procedures to follow if concerns were identified. Risk assessments ensure that the environment is free from potential hazards and dangers to children. All staff have undergone suitability checks and required

documentation is in place to support children's welfare. Policies and procedures are clear and staff understand them; this means that children are cared for appropriately.

Resources are good, fit for purpose and support children's learning and development. The nursery has a wide range of play resources that are of interest to children, for example large outdoor apparatus. Children enjoy play in the quiet room, they listen to CDs, engage in role play and sit and chat to each other. They enjoy moving around the safe and bright playrooms, easily accessing activities of their choice. All children are able to learn and progress as the nursery is aware of each child's needs, therefore promoting equality. Resources support all children in their development and staff know how best to support each child. Play resources promote differences, however, resources from a variety of cultures are not available to stimulate new ideas and different ways of thinking.

Partnerships are well established, which supports the care and education of children. The nursery has clear referral procedures to outside agencies to support individual needs. Good links with local schools help transitions into school for children; this ensures children are familiar with their new environment after leaving the nursery. Highly effective relationships with parents help to support both children and parents. Parents are given detailed information about the nursery and a range of policies and procedures. They have daily opportunities to discuss their child's progress and achievements and given regular written reports. Parents' views are sought about the care and education; this supports building positive relationships and evaluating what parents want.

Self-evaluation is robust and carried out throughout the year. The nursery has identified gaps in equipment so has purchased new play resources to support children's learning. The nursery has also identified that problem solving and numeracy is an area that needs to be improved. They have now implemented more of this into planning of activities and provide more opportunities for children to learn in everyday activities.

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

A good knowledge of the learning and development requirements and Early Years Foundation Stage guidance promotes children's welfare and learning. Staff plan a good and interesting range of learning experiences for the children. Regular observations and assessments help to support individual needs and focused activities are planned for each child. Children behave well and enjoy sitting and chatting in the quiet room. They have access to a range of play resources including books and role play toys. Children take photos of different feelings, which helps them to understand how they are feeling. They talk about home life when listening to stories such as 'Goldilocks and the Three Bears'. This supports children in their personal and social development.

Children talk confidently and develop early skills of reading and writing through

practical play experiences. For example, they handle large pencils to mark make and engage in pretend play. They write their names in the air using torches, use clipboards and pencils and write plans of what they are going to build. They enjoy drawing different faces showing different feelings. Children learn to problem solve as they create patterns on Easter eggs, they count how many eggs there are and use height charts skilfully. Children develop curiosity as they confidently use the computer mouse to navigate through learning programmes. They share and take turns, waiting patiently; they use books to record their own stories. Children enjoy learning about the lifecycle of a caterpillar and have fun making a photo album of their family.

Children skilfully control and manipulate outside play equipment such as bikes and scooters. They develop an understanding of changes that happen to their body as they take part in physical activity. Children develop creativity as they paint their feelings using wooden sticks. They enjoy making music and developing their imaginations during role play.

Children are secure and develop a sense of belonging to the nursery. They learn about safety through rules of behaviour. They understand what acceptable and unacceptable behaviour is. They learn about road safety and how to use play resources safely such as garden equipment. Children adopt good personal hygiene routines; they independently attend to their needs and frequently wipe their own noses. Children are offered a healthy range of nutritious snacks and meals, and water is available at all times. Children enjoy plenty of physical activity and access the garden daily.

Children display a strong sense of belonging and security, they appear happy and settled. They have access to an appropriate range of play resources that reflects diversity. However, activities do not help children develop awareness of languages and writing systems other than English, and communication systems such as signing and Braille. Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. They act out adult roles in the home life corner; they enjoy dressing up and cooking with play food and utensils. They use the computer daily and with increasing skill and enjoy listening to CDs and using programmable toys.

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	2

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	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

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