

Limehouse Arches Day Nursery

Inspection report for early years provision

Unique reference number	119581
Inspection date	23/05/2011
Inspector	Jenny Liverpool
Setting address	21-23 Trinidad Street, London, E14 8AA
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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

Limehouse Arches Nursery was registered in 1992. It is owned by a private individual. The nursery is located beneath the arches of the Docklands Light Railway in Limehouse within the London borough of Tower Hamlets. Children have access to four rooms; three are at ground floor level, and the fourth is located on the first floor above the main pre-school room. An enclosed outdoor area is available for outdoor play. The nursery is open each week day from 7.00am until 7.00pm for 51 weeks a year. A maximum of 95 children under eight years may attend at any one time; of these, 30 may be under two years. There are currently 62 children aged from six months to four years on roll. Children attend full time or on a part time basis. The nursery supports children learning English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A team of 16 staff work with the children, all of whom hold recognised qualifications in early years childcare.

The setting receives support from the local authority advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is generally safeguarded through daily procedures, although a couple of requirements have been breached through gaps in organisational plans. Overall all children make satisfactory progress in their learning and development through daily indoor and outdoor activities and the appropriate support they receive from staff. Partnership with parents is good and links with other providers are in the early stages of development. Staff create a welcoming environment for children and their families and on the whole equality and diversity is adequately implemented within the setting's practices. Although the self-evaluation process is not yet completed, previous recommendations raised at the last inspection has been met and this indicates the setting's capacity to make improvements for children.

What steps need to be taken to improve provision further?

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

- ensure that the ratio requirements for adult: child ratios as set out in Appendix 2 is maintained to ensure safety and meet the needs of the children (Suitable people) 24/05/2011
- devise and implement the procedures to be followed in the event of a child going missing (Safeguarding and promoting children's welfare) 30/05/2011

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

- encourage children to wash hands at routine times throughout the day, including before eating snacks when outdoors and also wash babies' hands at meal time
- develop the range of outdoor play equipment and resources that are sufficient, challenging and interesting and that can be used to extend children's physical skills
- analyse observations on all children to help identify and plan the next steps for individuals and groups of children
- ensure medication records clearly show which staff member administered medication to children

The effectiveness of leadership and management of the early years provision

The policy on safeguarding and child protection is generally detailed and supports staff in their understanding of the procedures to follow if they have concerns about a child in their care. Children's security is a priority and a finger print recognition system verifies the identification of parents and staff to prevent unwanted visitors gaining access. Also, closed circuit television is in operation and visitors are closely monitored when on the premises. There are regular risk assessments both indoors and outdoors that enable staff to identify and address any potential hazards. Whilst risk assessments are carried out prior to children going out on trips, there is no policy to guide staff on the procedures to follow in the event that a child goes missing. This is a breach of the welfare requirements. Most records for the safe management of children are maintained; however, the medication record entry shows that, on a couple of occasions, there was no staff name or signature to confirm who administered the medication to the children. There are sound systems in place for the recruitment of staff to ensure that they are suitable to work with children. Also, students' suitability is checked with local agencies and colleges, and records of these checks are kept on file. Some staff hold a an up to date qualification in first aid, and fully stocked first aid boxes ensure that children receive appropriate care in the event of sustaining minor injuries.

The deployment of resources is generally sound. For example, the key person system ensures appropriate support and care throughout the day. The deputy is able to lead and manage the provision in the absence of the manager. All rooms are well laid out and organised so that children can access resources independently, and the outdoor area is used to support children's development. All children are grouped together during breakfast time in the triangle area and taken to their base rooms at the end of the breakfast session. Staff prepare younger children for the transition from toddler room to pre-school by providing them with regular opportunities to spend time with children in the pre-school room. On the day of the inspection, there were 15 children aged two to four of, whom three are were under three years. There were two members of staff until the third staff member on the late shift arrived. Furthermore, insufficient consideration is given to

the deployment of staff in the pre-school, given the layout of the room; the pre-school room is situated on two levels and children moved freely between the ground floor and the activity room located on the first floor, accessed via a staircase. On this occasion the adult to child ratio was not maintained to the required standards and is therefore a breach of a welfare requirement.

Staff have a positive attitude towards equality and diversity. All children are encouraged to participate in a range of activities, and children learning to speak English as an additional language are adequately supported. The setting's relationship with parents is good. Staff complete short notes for parents who request it, about their child's care routine. Additionally, a notice board is available in the baby room that informs parents of babies' food and fluid consumption, promoting consistency of care. There are effective formal and informal systems, such as parents meetings, in place for parents and staff to share information about children's development and progress. The setting arranged for staff to visit and liaise with other providers delivering the Early Years Foundation Stage to obtain ideas to support children's learning, particularly in relation to computers. Policies are accessible to parents and other general information is generally up to date. The setting has satisfactorily met the recommendations raised at the last inspection; this has had a positive impact on children's general wellbeing. Extensive refurbishment to the building has created more indoor space and a soft surface flooring for outdoor play. The setting's self evaluation process is currently a work-in-progress document; some of the setting's strengths have been identified and staff training and equipment are part of the setting's future plans to improve the outcomes for children, although in practice, aspects of children's learning and development have not been fully monitored to identify the shortfalls.

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

The majority of children are settled and enjoy their time at the setting. The communal triangle area allows children of all ages to mix together and get to know all members of staff. Children are forming good friendships with their peers as they work alongside or play together during group activities and outdoor play. Staff encourage children to be kind to each other and to share toys through gentle reminders. Many older children are beginning to show that they are able wait on their turn and share resources during cold cooking activities. Staff use appropriate behaviour management strategies and children respond well. Staff treat all children as individuals and acknowledge their differences and preferences at meal times. during play and for sleep routines. Staff follow babies' individual routines for milk feeds and sleeping; this promotes continuity of care and contributes to their physical well-being.

Staff observe the children during free play and adult led activities and use their notes to assess children's achievements. This helps to identify children's stage of learning and development. However, staff are inconsistent in the way in which children's observation assessments are used. For example, staff do not identify the next steps in some of the children's learning and development to ensure that those

children are sufficiently challenged and fully supported to move on in their learning. Overall, babies and young children are provided with opportunities to explore and develop through a range of activities that are appropriate to their stage of development, for example developing sensory experiences through handling different textured materials; exploring colourful paint with their hands and feet, and staff providing daily opportunities for babies to sing action and rhyme songs that promote language development and coordination. Younger children explore sound when listening to musical compact discs and playing with musical instruments. Young children are given support to build tall towers using wooden bricks. They use sticks and fingers to make marks in wet sand and enjoy listening to stories.

A suitable range of activities were on offer to children during the inspection, a number of which appealed to children's interests, whereby a crowd of children gather around the table to participate and some were eager observe. A group of children made play dough with support from staff. Children use spoons to scoop flour out of the bag; pour salt into the bowl and stir the mixture, thus demonstrating hand and eye coordination and fine motor skill movements. Children count each spoonful of flour they add to the ingredients. Some older children correctly respond to questions about how many spoonfuls are left, including 'have two out of three spoons of flour already been poured into the bowl?' This shows that some children are able to solve simple mathematical problems. Children learn about their environment through visits to local amenities, such as the shops, parks and river walks. They develop an understanding of the wider world through topic work. For example, a photographic display shows children making Indian soup and dressing up in different cultural clothing.

Children enjoy physical play through participating in music and movement sessions with a visiting teacher, as well as ball games and mobile equipment outdoors. However, there is a limited range of large physical equipment to challenge and extend the physical skills of older and more able children. The environment is generally clean and staff wear protective clothing during nappy changing to reduce the spread of infection. Footwear is not allowed in the baby room to help prevent the spread of germs to babies. Children in the pre-school room automatically wash their hands after visiting the toilet, and younger children are given support to wash and dry their hands before meals. However, when children are offered snacks outdoors they are not encouraged to wash their hands before they eat, and staff do not clean babies' hands before meals to prevent the spread of germs. Children benefit from nutritious meals that are cooked on the premises. Babies' meals are pureed or cut into bite size pieces according to their stage of development. Fresh drinking water is accessible to children throughout the day and babies receive regular drinks to ensure that they do not become thirsty or dehydrated. Fire drills are conducted regularly and at varied times, which means that children attending various sessions have opportunities to practise the emergency procedures.

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

The effectiveness of leadership and management of the early years provision

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	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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