

Cribs Day Nursery

Inspection report for early years provision

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Inspector Marcia Robinson

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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

Cribs Day Nursery is privately owned. It opened in 2007 and operates from an ex-office building in a residential area of Canning Town in the London borough of Newham. Along with three playrooms, there is an office, kitchen and separate bathroom facilities for staff and children. There is an enclosed outdoor area for outdoor play. The Nursery is registered to provide care for no more than 27 children in the early years age range at any one time; of these no more than 5 may be aged under two years at any one time. The nursery is open each weekday from 7.30am to 6.30pm, 52 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 26 children on roll, who attend a variety of sessions. The nursery currently supports children who speak English as an additional language. It provides funded early education for three and four year olds. There are nine members of staff, all of whom are appropriately qualified. The nursery receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making good progress in all areas of their learning and development. The setting supports all aspects of inclusion and diversity well. However the setting has not effectively identified some weaknesses in the risk assessments which impacts on children's safety. There are evolving systems, such as the membership of a quality assurance scheme, to help promote development of the setting. The setting has good plans in place for continuous improvement. They work closely with the local early years department and they have made significantly good progress since the last inspection.

What steps need to be taken to improve provision further?

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

- improve the risk assessment to ensure it identifies all aspects of the environment that need to be checked on a regular basis and that all hazards, in particular the stacked furniture in the garden and the children's access to cords to the blinds, are addressed (Safeguarding and promoting children's welfare) 08/07/2011

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

- strengthen systems for observation and assessment by gathering further

information from all parents about children's starting points, making sure 'next steps' are clearly linked to the expectations of the early learning goals, as part of the ongoing observation and assessment process .

The effectiveness of leadership and management of the early years provision

The majority of the staff are clear about their responsibilities to safeguard children and understand the procedures to follow if they should have any concern about the welfare of a child within their care. The remaining staff are due to complete training in this area in June 2011. A robust recruitment procedure ensures that the staff team are appropriately qualified, experienced and vetted as appropriate people to work with children.

The provider/manager places high value on the professional development of her staff team and their individual training needs are effectively identified and monitored through well established procedures. Overall, this results in a well-informed and motivated staff team who understand their roles and responsibilities and successfully create an environment which supports good learning opportunities for both themselves and the children. This is matched by the comprehensive range of policies and procedures in place which underpin good practice.

Record keeping and documentation that is required for the safe and efficient management of the Nursery is generally well maintained. The setting has not however, effectively implemented the requirement for risk assessments for the premises. Whilst some areas of safety, such as fire risks, are well monitored and documented, other hazards, such as stacked furniture in the garden, has not been fully identified as risks to children or added to the record of risk assessment, as required. However, the correct staffing ratios are maintained to ensure that children's safety and welfare is paramount at all times. The attendance register record for children, staff and visitors is used effectively to recording their attendance when they are on the premises, away on outings and also when staff are off-site on their breaks. A sufficient number of staff hold valid first aid certificates and/or food and hygiene certificates so children's health and welfare are promoted well.

Regular staff meetings and individual appraisals ensure good communication between team members and there are good opportunities for staff to undertake additional training and further responsibility to develop the quality of care provided. Good deployment of staff ensures children benefit from consistent relationships and a good level of individual support. Resources are of good quality and range, and are freely accessible to help children to make independent choices. This helps to create a positive and enabling environment for the children.

The systems for self-evaluation are developing well and are being used to mostly good effect to identify areas for improvement. The manager and the staff team make good use of feedback from parents and the support of the local authority to broaden their view of the service provided. For instance, questionnaires are provided for parents to complete at regular intervals and those sampled as part of

the inspection process, gave positive feedback about the service provided. The nursery makes adjustments and improvements to ensure that the provision continually grows, develops and meets children's needs. For instance, the development of the bathroom facilities on the ground floor, through the recommendation raised at the last inspection, impacts positively on the organisation of the provision.

Clear plans are in place for future development of the Nursery, which are shared with all staff. Planned developments to the outdoors area include a covered area so children can play outside in all weathers. Actions taken are well targeted to lead to improved outcomes for children. For instance, as a result of the nursery registering with the local authority's 'healthy eating' scheme, they have reviewed their menus and have become more aware of the importance of healthy eating, thus enhancing healthier lifestyles for children.

Through discussions with parents the nursery actively promotes equality and diversity. The key person system is effective and staff work closely with parents to become familiar with each child's individual needs. Parents know who to go to if they have a concern. Children are valued and respected as individuals. Their backgrounds and many different home languages are fully reflected in the toys, books and resources available and in the activities that children participate in. There is a strong commitment to ensuring children and their families who speak English as an additional language are well supported within the setting helping them to feel secure. There are effective systems in place to support and care for children with learning difficulties and disabilities. The manager and staff team demonstrate a very positive attitude to liaising with other professionals in order to address identified special needs of any child.

The nursery has established strong relationships with parents and they are actively involved in the setting. They are invited to special events and outings, and are also invited into the setting for specific activities. For instance, a parent and child brought in their pet rabbit to engage the other children in a learning experience about caring for animals. This type of activity has a positive impact on broadening children's experiences.

Parents spoken with at the time of inspection, speak very highly of the nursery. Some comments include "The nursery is fantastic, staff are very friendly, accommodating and caring and do all they can to help my child", "I'm kept very well informed". Further to this, comprehensive information about the setting is available to parents through the notice board, which displays lots of relevant information. This is complemented with regular newsletters, memos, day to day discussions, as well as regular meetings and open day sessions to discuss children's progress and learning.

Staff complete written daily observations and feedback sheets where all events of the day are recorded, including details of food intake, nappy changes, achievements or activities that children have enjoyed. This helps to keep parents fully informed and encourages them to extend their child's learning at home. However, the setting has not yet fully established systems to involve all parents in contributing to their child's ongoing record of development to give a full picture of

their learning, both at the setting and in their home. Nonetheless, the setting is fully aware of other professional organisations and settings involved within the Early Years Foundation Stage. Liaison with local schools and effective transition arrangements enables children to settle quickly and supports continuity in meeting their needs when they move on.

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

Children attending Cribs Day Nursery appear very happy, relaxed and are able to enjoy their learning in a generally safe and caring nursery environment. The setting provides children with a nurturing environment where they gain a sense of belonging by learning in their own individual way, so children make good progress towards the early learning goals.

Staff make regular written observations and assessments to inform their planning for children's individual 'next steps' for learning. However, these systems are not always consistent across the provision or closely linked to the expectations of the early learning goals, so as to accurately track and monitor children's progress and development. Effective planning is in place overall and these plans are adapted and differentiated to ensure that children of different abilities can engage effectively. There are however, missed opportunities to further enhance the children's development when they first start at the Nursery as their developmental starting points are not always fully recorded.

Child behaviour is very positive as staff praise and encourage children meaningfully, promoting their self esteem and confidence. Children learn to monitor their own behaviour and develop positive social skills as strategies include clear boundaries that are appropriate for each child's level of understanding and maturity.

Children benefit from a flexible routine, which includes group and individual story time. The Nursery provides a good balance of adult-led and child-initiated learning. The children are provided with many opportunities to make their own decisions about learning and play and this enables them to follow their own interests and extend their learning. The setting has a good understanding of the Early Years Foundation Stage (EYFS) and of how young children learn through play and first hand experiences.

The effective key person system helps children to feel safe and secure as parents settle their children into the setting over a gradual period of time. They are encouraged to provide family photographs which staff then display to establish and maintain a strong connection with home. Children benefit from a well-balanced routine, where they enjoy learning in a caring environment. They take part in a wide range of well organised activities and experiences that support their development across all six areas of learning.

Children are keen to communicate and they confidently start conversations and

share their ideas. Older children write and make marks as they play, writing their name on their work or making marks with the selection of writing materials in the role play post office. Children solve simple problems through everyday activities, counting down during number songs, working out how to fit pieces of duplo bricks together to create a house, and weighing and measuring the ingredients to make their own pizza during supervised cooking activities.

Babies enjoy using all their senses as they investigate treasure baskets and other resources. Older children grow plants and herbs in the garden, thus developing their knowledge and understanding of the natural world. Children use their imagination to create pictures at the creative trolley or paint at the easel, and they have fun dressing up as pirates or princesses and join in enthusiastically with familiar songs.

Children develop a good awareness of the diversity of people within the local community and an understanding of the needs of others. In addition to the wide range of resources that reflect positive images of differences and similarities, children create cultural resources, taste foods and take part in the celebrations of festivals and special events throughout the year. There is a high emphasis on promoting children's individual backgrounds and language in a positive way. There are books and other print resources in a range of different languages.

The children explore the world around them and learn effective skills for the future when they regularly visit the local shops, park and library. There are photographs of these places displayed for the children to see and discuss. Future technology skills are promoted as children competently use shopping registers, magnifying glasses, telephones and computers. Children are well occupied throughout the day and clearly thoroughly enjoy their time at the setting.

Children have a range of experiences which support them in developing an understanding of healthy lifestyles. There are posters on the wall about hand-washing, and they use the liquid soap and paper towels that are easily accessible in the bathroom to wash their hands at appropriate times. There are effective nappy changing procedures to protect other children from the spread of infection and illness. Children are active or restful through choice and babies sleep in line with their individual needs and parent's wishes.

All children enjoy playing outside, whilst the older children are seen to really benefit from the free-flow between indoor and outdoor play. Children confidently pedal wheeled toys, use hoops and other outdoor mobile play equipment. Younger children are practising their physical skills and learning new ones as they explore the different wheeled toys and enjoy playing with the water or digging in the sand and compost tray. They take turns using the climbing frame, developing balancing and co-ordination skills. Indoors, children benefit from opportunities for music and movement and additional keep fit sessions during the week. They make regular trips to the park, where they use more challenging apparatus such as climbing frames and stepping stones. All these activities effectively promote their physical health and wellbeing.

Children's well-being is further promoted through the provision of nutritious meals

and snacks, which meet their dietary and cultural requirements. Appetising meals, such as boiled potatoes with vegetable meatballs or roast chicken dinners ensure the children receive the nourishment necessary for their growth and physical development. These are complemented with a range of healthy snacks and drinks, including fresh fruit, milk and drinking water.

Children are actively encouraged to adopt healthy lifestyles, learning about the importance of healthy eating and exercise through discussion and positive reinforcement. Children benefit from a generally safe and secure environment, which is set up ready for their arrival with a range of good quality, age appropriate toys and resources.

They learn how to keep themselves safe as staff use situations that arise to draw their attention to potential hazards and possible consequences. For instance, they explain to younger children to move the rocking horse away from the radiator in case they fall and that it is safer not to run indoors. This is further extended to outings where staff talk to children about 'stranger danger' and older children understand the purpose of wearing high visibility vests so they are safe when out and about. Children regularly participate in fire drills so that they know what to do and how to behave in an emergency. They learn to behave responsibly and to be helpful, scraping their food waste into recycling containers or helping to tidy away 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	3
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

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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	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

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