

Eton Manor Children's Day Nursery

Inspection report for early years provision

Unique reference number EY385378
Inspection date 07/05/2009
Inspector Diane Plewinska / Elaine Nightingale

Setting address Eton Manor, Roding Lane, Chigwell, Essex, IG9 6BJ

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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Eton Manor is an established nursery that registered under Casterbridge Nurseries Limited in September 2008. It operates from nine play rooms and a central resource area, in purpose-built premises, located in Chigwell, Essex. It is registered for 118 children in total, 102 of whom are under 5. There are currently 105 children on roll. There are 24 children in attendance who receive funding for early years education. Children attend for a variety of sessions. The setting supports children with special educational needs and English as an additional language. The nursery opens five days a week all year round. Sessions are from 07:30 until 18:30. The nursery employs 29 staff of which 25 hold an appropriate Early Years qualification with two others working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership. The nursery is accessible to all who require disabled access and has a mechanical lift which allows access to the upper floor.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are offered very enjoyable learning and development experiences that very effectively meet their individual needs. Practice is very good, promoting a healthy lifestyle and there are satisfactory safety procedures. All documentation needed to promote children's safety and welfare is in place. The manager monitors and evaluates the quality of the provision and encourages very positive staff interaction to support improved outcomes for children. The training programme is very supportive and promotes continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that all staff members understand the safeguarding policy and procedure and are able to notify any child protection agency identified by the Local Safeguarding Children Board (LSCB) without delay, of allegations of abuse
- ensure that free-flow play is fully explored to ensure all children gain maximum benefit from outdoor play
- ensure the planning of activities for older children always provides an even balance across all areas of learning to provide opportunities for them to develop their awareness of everyday technology, experience physical challenge and to problem solve

The leadership and management of the early years provision

The nursery managers identify the strengths of the setting and areas for improvement through the involvement of children, staff and parents. Plans are in

place to extend reflective practice by enabling staff to work across different age groups. Since registration, a parent and nursery association and children's association have been developed to enable both to contribute to future developments. Pictures of happy faces, sad faces and sequenced photographs of activities are used to inform progress records and develop children's learning. Plans for the future are well-targeted to bring about further improvement. Recruitment processes are sound and effective staffing levels ensure that children are closely supported. Each child has an appointed key person to provide continuity of care. Many staff members are long serving and all take part in either in house training or external courses ensuring up-to-date practice. Record keeping and documentation is well-maintained. Children are safeguarded as appropriate policies and procedures are in place. Senior staff members act upon guidance from the Local Safeguarding Children Board (LSCB). Daily room checks are consistently completed which informs the risk assessment process. Systems are in place to check the outdoor area. A secure entry system ensures security for the children.

Parents receive regular information about their children's learning and development. Opportunities for daily discussions, parent evenings, social events and newsletters keep parents informed and create a community feel and collective ownership. A good range of information is available and displayed ensuring that parents are well aware of the nursery's policies and procedures. Parents are given a range of opportunities to contribute to their child's learning by joining outings or by sharing information about home events that can be incorporated into children's individual profiles.

All children benefit from very positive interactions with staff. A keen awareness of children's interests and individual needs encourages them to develop their thoughts and express their ideas. Children are confident, good communicators and curious about their environment. Independence is very well fostered as children learn to serve their own food and pour drinks. Children are socially confident and happy as they are helped to share their feelings, supported by interaction with pictures. Children's families are very highly valued; supportive systems such as a 'my week timetable' are used and staff gather key information about children and work in partnership with others who are involved in the children's lives. There are well-supported parent nursery association group meetings that are effective in ensuring children are able to link home and nursery experiences.

The quality and standards of the early years provision

There is a generally good balance of adult-led and child-initiated play. The play spaces are varied to provide a stimulating environment that encourages children to try activities and enjoy different types of play experiences such as a garden centre. Babies are very well-supported, happy and develop well in a calm and well-resourced environment. Thought is given to encouraging sensory experiences and children show wonder at the movement of twirling leaf mobiles and reflections in mirrors on the wall. A wide range of good quality resources are readily accessible for all children to make independent choices and follow their own interests. Spontaneous opportunities are facilitated for babies to self-select and explore printing with a range of novel equipment such as shoes. Children benefit from a

good range of outdoor activities in all weathers and are keen to explore the four different outdoor play areas. Planning successfully ensures learning is extended to the outdoor areas. Free-flow play has not yet been fully explored to ensure all children gain maximum benefit from outdoor play.

Opportunities to develop good communication and early reading skills are evident across the nursery. Children are encouraged to share books for pleasure both at nursery and at home. The development of numeracy skills is planned through everyday routines. Older children have great fun creating a pretend party, building and using the paint programme on the computer. A wide variety of art and craft materials and role play resources are provided so that children can extend their creative ideas and use their imagination. Their pictures and photographs are displayed so that they know their efforts are appreciated and valued. A generally good understanding of the Early Years Foundation Stage supports children's learning. However, the planning of activities for older children does not always ensure an even balance across all areas of learning as there are fewer opportunities for them to develop their awareness of everyday technology, experience physical challenge and to problem solve.

The individual needs of each child is recognised and well-supported. Babies have an individual development plan and they sleep, eat and are changed according to their individual needs and within expected home routines. Key workers make detailed and informed observations that are effectively used to inform activities that are planned to be relevant and challenging for each child. Assessment records are very comprehensive and well used to track children's progress towards the early learning goals or allow any gaps in children's learning to be identified. Good record keeping ensures children are very effectively supported should they change rooms or leave the nursery.

Children learn to keep themselves safe when they act as safety spies and use tools such as scissors carefully. They are very well protected by good understanding and implementation of policies and procedures designed to maintain good hygiene and promote healthy choices. The quality of risk assessments and actions taken to manage or eliminate risks are effective. All staff members are aware to report safeguarding concerns to a senior staff member; however, there are some gaps in their full knowledge and understanding of the safeguarding policy. Children behave very well and play co-operatively together. They help each other, share well and help staff. Children are particularly well-supported to acquire a positive attitude towards people's differences. They experience festivals, foods, language and see labels reflecting different countries and cultures.

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

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 3 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 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