

Chigwell Day Nursery

Inspection report for early years provision

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Inspector Clementina Ogunsanwo

Setting address C/o David Lloyd Leisure Club, Roding Lane, Buckhurst Hill,
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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

Asquith Nursery and Creche, Chigwell is one of 105 nurseries run by Asquith Nurseries Ltd. It opened in 1998 and operates from five rooms within the David Lloyd Club situated in Chigwell. A maximum of 49 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All the children share access to a secure enclosed outdoor play area.

There are currently 55 children aged under five years on roll. Of these, 13 children receive funding for nursery education. Children come from a wide catchment area, as many of their parents travel to use the club facilities. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 14 staff, of whom 10 staff including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and making good progress as a result of the positive links with parents and staff's active facilitation of children's games and activities which extend their learning. Staff keep parents informed about what their children are learning and their progress. All the paperwork required for the effective care of the children is regularly updated and used to promote their welfare. The nursery has completed a self-evaluation to review their practice, although new key priorities for development have not been clearly identified. The commitment to improvement is demonstrated through improved outcomes for children.

What steps need to be taken to improve provision further?

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

- provide all children with sufficiently challenging activities and opportunities to undertake responsible roles in order to maximise the scope of their learning
- ensure that resources and activities in the toddler room are easily identified through use of pictures of available resources to enable the children to make informed choice.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because of the robust systems for promoting the welfare and safety of the children. A clear and detailed safeguarding policy is implemented well in the day-to-day care of the children. All staff take collective responsibility for keeping the children safe and have a secure knowledge of steps to safeguard them

at all times. The well-organised safeguarding training and induction systems ensure staff are well informed of the procedures, keeping children protected at all times. The environment is safe and well maintained as a result of the detailed risk assessments regularly carried out and the daily checks completed by the staff. All policies are up-to-date and accessible. The required records for the personal care, feeding and health needs of the children are well documented. Similarly, an accurate record of children, staff and visitor's hours of attendance is maintained.

The age-appropriate and stimulating resources are clean and used effectively for promoting the care and learning of the children. For example, cuddly toys and resources are used well to promote the spontaneous learning of the younger age children. Staff make good use of the available resources to facilitate the learning and development of the children. The range of activities provided for the more able children are insufficiently challenging on occasion to facilitate their maximum progress. Purposeful exploration of different cultural outfits and songs from the world is increasing the children's awareness of diverse cultures. Parents are supportive of the work of the nursery. They are encouraged to share valuable background information on their children when they start and parents' views and suggestions are acknowledged and acted on. Staff frequently inform parents about their children's progress through regular parents meetings which ensures continuity in learning from home to the setting. Positive links with the local primary schools enable the children's smooth transition to the next stage of their learning. The purposeful partnership with external agencies for support and advice ensures that the needs of the children with special needs are met. Self-evaluation is accurate and demonstrates the management team's commitment to improving the quality of provision. Although the setting's action plan identifies some key improvement points, new priorities are not always identified to ensure continued improvement.

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

Children are happy and well settled as a result of the good quality of care and support they receive from staff. All of the children, including the babies, toddlers and the pre-school age children, engage in the full range of activities provided. Both babies and toddlers are relaxed and are familiar with the routines. Their close bond with the adults is evident from their positive response to staff's reassurance and care. For example, children respond with smiles and outstretched arms to staff's warmth. Staff supervise the children well during activities. The range of activities provided, such as painting, sticking, and shape exploration during model making, provide enjoyable and meaningful experiences. Children interact well with each other during a range of lively game sessions, such as the outdoor activities where they recreate zebra crossing patterns. They take turns and cooperate well with each other and are developing positive early social skills. As a result, their behaviour is good. Children's obvious enjoyment is evident in their lively role-play sessions, during which they order different flavoured ice cream. Most of the preschool children could count accurately and write their names, which is developing their skills for the future.

Purposeful visits to the nearby nature reserve provide opportunities to feed the ducks and this is enabling the children to develop knowledge of the features of animals. Children engage in lively conversations with both adults and their peers, particularly during enjoyable lunchtimes. Their increasing level of independence is evident at mealtimes, during which the pre-school children eat their meals independently whilst the toddlers require minimal adult support. Children routinely wash their hands after play sessions and before mealtimes. Their health and well-being are promoted well through the healthy selection of fruits provided and the consistent access to clean drinking water and fruit juice. Although children contribute their ideas of favourite activities on the setting's 'learning tree', their opportunities to undertake responsible roles are insufficient. Purposeful discussions on road safety contributes to children's good awareness of safety. Regular access to the outdoor environment supports children's physical development. They undertake some outdoor games and make imaginative use of a range of climbing and balancing outdoor equipment.

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	3

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