

Bow Nursery

Inspection report for early years provision

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Inspection date	19/12/2011
Inspector	Rufia Uddin

Setting address	95 Bromley High Street, LONDON, E3 3EN
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Type of setting	Childcare - Non-Domestic

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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

Barnardo's Bow Nursery opened in 2011. It operates from purpose built premises in Bromley by Bow, in the London Borough of Tower Hamlets. The nursery is managed by a voluntary management committee and has charitable status. Children have access to three large play rooms, a reading room, sleep room and nappy changing rooms. There are two enclosed outdoor play spaces available. The nursery is open each weekday, for 51 weeks of the year from 8.00am to 6.00pm. The nursery serves the local community.

The nursery is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register, and a maximum of 48 children in the early years age group may attend at any one time. There are currently 34 children aged from three months to under three years on roll. The children attend for a variety of sessions. The nursery currently supports children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early years education for children aged two.

There are 16 members of staff, all of whom hold early years qualifications to a minimum of level 3. Two staff members hold level 4 qualifications and one staff member is studying for Early Years Professional Status (EYPS) and is due to complete this in 2012.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which their individual needs are met. Policies and procedures are well written and staff have a good working knowledge of these to enable them to support children. Many aspects of engaging with parents are well developed and contribute to the service provided. Management has reflected on the service and identified relevant areas for development and demonstrates clear commitment to further improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop assessment procedures to consistently show children's next steps and a record of their progress to further promote effective planning
- provide further opportunities for children to develop an understanding of the benefits of healthy eating.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded by staff who have an accurate understanding of the signs and symptoms of abuse and neglect. Staff know what to record and whom to report to, and have a good understanding of child protection policies which include steps to follow should allegations be made against staff.

Management ensure that recruitment procedures are sufficiently robust and staff are suitable to work with children. Children's safety is ensured around people who have not been vetted, for example, visitors are supervised at all times and sign in and out. Children benefit as the layout provides an engaging and stimulating environment where toys and play materials support and encourage independence. Effective risk assessments and visual checks help to minimise hazards to which children are exposed. Staff ratios are maintained to meet children's individual needs and effectively manage behaviour. Staff have first aid qualifications; ensuring children are likely to receive appropriate care following accidents or injury. Furthermore children practice regular fire drills and staff know their roles if an emergency evacuation becomes necessary. Children's good health and well-being are also promoted by procedures for cases of illness and the hygienic daily routines.

Staff show a good commitment to supporting children who are learning English as an additional language. For example, they work closely with parents to find out about children's cultural backgrounds and home languages. They incorporate different customs, festivals and languages successfully into their practice, which helps children and their families to feel welcome and valued. A good range of resources supports children's understanding of equality and diversity. Children learn about the wider world and community as the nursery takes children on recreational trips, and raises money for charity for example for comic relief. Staff demonstrate a very good understanding of how to care for children with special educational needs and/or disabilities, and a very good range of resources is available to support children with disabilities. Designated staff members are responsible for children with learning difficulties and/or disabilities, as well as fire safety and behaviour management. Children benefit from the nursery's commitment to engaging with parents. Relationships with parents are friendly and professional. An effective key worker system helps to ensure children are settled and secure and parents are kept up to date with their child's care and progress. Detailed information about the nursery and an Ofsted complaints poster are displayed on the notice board. There are appropriate systems in place for staff and parents to exchange information, including regular newsletters, parent meetings and dairies for children. The nursery has a take home teddy, and parents are invited to view their children's learning journey folder and contribute comments. Parental surveys are sent out and parents' group meetings are held. These measures help to involve parents in the decision making of the setting. Parents comment positively on the organisation and the progress their child is making. Effective partnerships with local schools and other agencies are also significant in ensuring the needs of children are met.

Enthusiastic leadership and management promote the development of an effective staff team that works well together. Appraisal systems are in place and training is actively encouraged to develop staff's skills and knowledge. Self-evaluation and an

open, flexible management structure ensure individual and group priorities are quickly identified and acted on, resulting in the continuous improvement of the service.

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

Children make good progress in all areas of learning and are supported in achieving because staff have a secure understanding of the Early Years Foundation Stage and the way that young children learn through play and firsthand experience. Consequently they are able to support children's learning with a range of suitable activities. The nursery's use of planning and assessment also helps to meet children's needs. Staff observe and assess children as they play, this enables them to provide relevant activities to promote children's individual development. However, potential exists for further development as assessment procedures do not yet consistently show children's next steps and a clear record of their progress. Children develop early writing skills as they use resources such as pens to make marks, and role play using items such as interactive toys to develop an understanding of information technology. Management recognises obtaining computers as a way of further improving the service. Children develop creative skills as they enjoy good opportunities to engage in activities such as decorating hats for a Christmas party and creating pictures. They take pride in their work and delight in showing this to others. Children use role play equipment and independently access small world resources in their play. Staff support children's language development by asking questions and encouraging them to express their ideas and opinions. Children develop numeracy skills as they use numbers and mathematical ideas in a practical way, through the use of games and puzzles. Staff use open-ended questions well to seek out what children already know, encourage children to think, or challenge more able children.

Children respond very positively to adults as they listen to advice and guidance. Children are polite and say 'please' and 'thank you', and develop an understanding of their own safety and that of others. Distraction and explanation are used effectively to manage behaviour. Staff also use praise and encouragement to help the children feel good about themselves. Children's behaviour demonstrates that they feel safe. They are confident and are therefore actively involved in their learning. Children's independence is promoted as they happily select resources and play independently and they develop social skills as they play with other children and staff. Children's fine motor skills and hand eye co-ordination are also developed by access to a wide range of painting and writing tools and children are competent when selecting and using small equipment such as scissors and glue sticks.

Children's health is promoted as physical activities are available on a regular basis. Children are learning to be healthy. They learn to wrap up warm in cold weather and to wash their hands after using the toilet and before eating, and they understand that it is necessary to fight germs. They access tissues and know to dispose of these in a bin to prevent the spread of possible infection. Children are also protected from infection by good hygiene practices, for example appropriate nappy changing procedures. Although potential exists to further promote children's

understanding of healthy eating by talking to them about it at mealtimes, children benefit from opportunities to eat meals which are balanced and nutritious. Special dietary requirements are known and adhered to. Children have access to drinks to ensure they remain hydrated. Children sit in small groups when eating, and these times provide opportunities for them to develop their social skills as they enjoy conversing with each other. Overall, children are happy which helps to ensure they make good progress in their learning and development.

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

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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