

Ingrebourne Neighbourhood Nursery

Inspection report for early years provision

Unique reference number EY281343
Inspection date 25/10/2011
Inspector Lynn Palumbo

Setting address Ashbourne Road, Romford, Essex, RM3 7YT

Telephone number 01708 379 880
Email info@ingreboundaynursery.com
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Ingrebourne Neighbourhood Nursery was registered in 2004. The nursery operates from a building with two gardens and four playrooms, and is situated in Romford in the London borough of Havering. All children share access to playrooms and secure enclosed outdoor play areas. The nursery is open each weekday from 8am to 6pm, 52 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 107 children at any one time. There are currently 128 children on roll within the early years age range who attend for various different sessions. The nursery is in receipt of funding for the provision of free early education sessions to children aged three and four. Early years education for two year old is also on offer. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 29 members of staff, of whom 26 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming environment for the children where they enjoy a variety of interesting play activities. A particular strength of the nursery is the staff's inclusive approach. Overall, there are good opportunities for children to learn and develop through play as they explore in a relaxed atmosphere. The provider is committed to working with staff towards the continual improvement of outcomes for all children.

What steps need to be taken to improve provision further?

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

- support children's growing independence, with particular regard to allowing them to prepare and serve their own food.

The effectiveness of leadership and management of the early years provision

The management team and staff have a good understanding of the procedures to safeguard children and how to record and report child protection concerns. Effective vetting procedures ensure that all staff working with children are suitable to do so and new staff awaiting clearance are closely monitored. Overall, staff maintain documentation to safeguard children and promote their welfare. Robust risk assessments throughout the whole nursery minimise hazards to enhance children's safety.

Staff are appropriately qualified and room leaders take pride in ensuring that their teams work effectively. Staff ensure that all playrooms are child friendly and that toys are of good quality and easily accessible. This supports children to make their own choices and promotes their self esteem. Staff also make good use of local facilities, such as local shops and the library, to support children's learning. They effectively promote equality and diversity. They provide and use an effective range of resources that help children learn about different cultures. For example, babies wash multicultural dolls and pre-school children take part in art and crafts projects linked to different festivals. The management team and staff have valuable knowledge about children's individual needs. For example, children's health details are recorded on care plans to ensure that their medical needs are met correctly and staff have attended relevant training. Staff have established effective relationships with other professionals and providers. For example, staff working with extended services visit the nursery to support children with special educational needs and/or disabilities. Staff support children who speak English as an additional language. They learn words in their home language to help them communicate and to show that they value the family and their background.

The management team and staff have a good understanding of the nursery's strengths and areas for development. They have comprehensive monitoring systems which involves parents and children. This allows them to consistently drive improvement in outcomes for children. The recommendations set at the previous report have been met which shows the nursery's good capacity to improve. Staff have established effective systems of communication with all parents which result in efficient partnerships and engagement. Parents are invited to review their child's assessment records on a regular basis and to share in their learning and development. They are also actively encouraged to support their children's learning at home. They receive a wide range of information about the nursery through displays and notice boards.

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

Children are settled and content because staff have created a warm, welcoming environment and established good relationships with them. Staff use information about children's starting points gathered from parents and professionals to inform their planning. They make detailed, focused observations of children's progress and use these to identify the next steps in each child's learning. Children are naturally curious and staff extend their thinking by asking a range of questions. For example, pre-school children look under logs, find minibeasts and name them. Staff ask them questions about the insects and children respond.

Children are successfully developing a wide range of skills for the future. For example, pre-school children learn about different aspects of the computer and use the mouse to operate software. Toddlers develop their mark making skills and there are many places for all the children to develop writing skills. For example, they can access chalk and writing boards and babies can make marks in different materials. All children are supported to use a wide range of tools and equipment

safely. For example, toddlers use tools to roll and shape dough and safely hold scissors to cut.

All children feel safe and develop a sense of belonging in the nursery. Babies settle well as staff cradle and comfort them. Children demonstrate a good understanding of safety as they learn about holding hands and walking sensibly at pedestrian crossings. They show a good awareness about healthy lifestyles. They take part in a broad range of physical activities. For example, pre-school children ride wheeled toys and kick balls. They know it is important to drink water during physical exercise. They enjoy healthy, freshly prepared snacks and dinners and vegetarian choices are available. They recognise what types of foods are healthy and unhealthy as they compare different types of foods. They follow thorough hand washing routines which help them to learn about good hygiene practice. They are developing many independent skills. However, there are times when these are not fully encouraged. For example, children are not involved in preparing or serving their own food.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met