

Clayhall Nursery

Inspection report for early years provision

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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

Clayhall Nursery registered in 1997. The nursery offers full day care for children aged up to five years. The nursery is situated in a semi residential street in Clayhall, and is close to local parks and amenities in the London Borough of Redbridge. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 43 children under eight years of age may attend the nursery at any one time. Of these, no more than 12 children may be under two years of age at any one time. Currently, there are 36 children on roll, all in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery is open Monday to Friday between 8am and 6pm all year round, apart from bank holidays and Christmas. Children have access to a secure outdoor play area. The nursery supports children with special educational needs and children who speak English as an additional language. Children attend from a wide catchment area. The nursery employs 10 members of staff. All staff hold appropriate early years qualifications and some are working towards further training. Staff receive support from the local authority Early Years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides care that effectively caters for the needs of the children. Effective planning systems are in place, and help to provide a range of experiences that promote children's learning and development overall. Detailed written policies and procedures are mostly well implemented and positive steps are taken to safeguard children and promote their well-being. Engagement with parents and other professionals helps the nursery to effectively support children's individual needs. The nursery demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- make greater use of opportunities to promote children's understanding of a healthy lifestyle, for example, at mealtimes
- develop the systems in place to verify the identity of any visitors, record their names, the purpose of the visit, and details of arrival and departure times.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of the procedures for safeguarding children, which they implement consistently. They have recently updated their knowledge by attending training in safeguarding children and know what to do if they have concerns about a child's welfare. As a result, children are safeguarded well. Children are able to explore freely and access all areas available to them, both indoors and outdoors, safely and securely. This is because staff undertake effective risk assessments to ensure that potential hazards are recognised and properly reduced. The manager makes sure the required checks for adults working directly with children are carried out and that children are always appropriately supervised. As a result, their safety is further promoted. A visitors book is used to help protect children from unvetted people. However, this does not yet include details such as the purpose of the visit or the identity of the organisation represented. Fire drills are conducted and evaluated to help promote children's safety in an emergency situation.

Children benefit from a good range of resources and the environment they play in is well organised, clean, spacious and attractive. Staff carefully arrange each area with resources and consequently promote children's all round learning and development. Furthermore, staff facilitate child-led play sensitively as they accommodate their individual needs. The nursery clearly promotes inclusive practice and works hard to ensure that children from all backgrounds can build on their existing abilities. The staff ensure children's progress is monitored as they all move forward from their starting points. They support children to ensure their individual needs are met and that no child is disadvantaged. Activities are planned to ensure all children are included and that they receive interesting and enjoyable experiences covering the six areas of learning and development. Children with additional learning needs and those with English as an additional language are supported effectively as their needs are both understood and catered for. Staff are knowledgeable and learn keywords of other languages if necessary and use props, visual aids, visual timetables and photographs, to fully promote inclusive practices. Staff provide resources and activities to enable children to understand their diverse world in an age appropriate way.

The nursery's effective engagement with parents helps to promote the children's care and learning from the start. Staff adopt good settling in procedures and a key person system clearly helps to support children and their parents. Staff and parents engage in good communication, for example, through the use of communication books. As a result, parents are able to inform staff about children's experiences at home to promote a collaborative approach to learning. The nursery informs parents about its working practices through written policies and procedures. The nursery also works well with other organisations, for example, teachers are invited from local schools to promote a smooth transition to primary school.

The manager and staff team drive improvement and provide good quality childcare. They have addressed the actions raised at the last inspection and

engaged in self-evaluation. They have also worked with local authority early years advisors to make a number of improvements. Staff seek feedback from parents through questionnaires to help ensure that the nursery is managed safely, efficiently and in the interests of its users. Policies and procedures have been updated and resources have been added. The nursery has created a new sensory room for children to explore and develop their senses and skills. There is a commitment to staff training and staff have attended a number of training courses. Consequently, this helps to improve their knowledge and understanding of childcare and improve standards for children.

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

Children's learning needs are well promoted. They play in a warm and friendly learning environment, which challenges them to develop their existing skills and interests. Children progress well from their starting points and staff complete observations and assessments that link to the six areas of learning. Children's progress is tracked well to help identify their individual learning needs and inform future planning. As a result, activities are meaningful to each child and promote their ongoing learning effectively. Children's learning is well promoted through a wide range of toys and resources and good interaction with staff. For example, children begin to develop language skills as they read books and also enjoy listening to staff reading to them. Staff interact well with the children, giving enthusiastic praise and using prompting questions effectively to encourage them to think and respond. Consequently, children are motivated to learn and engage well in their chosen tasks.

Children learn to help keep themselves safe, for example, through regularly practicing the emergency evacuation procedure. They are able to explore freely because the learning environment is effectively set out to enable them to move around safely during play. Children develop a good sense of security and self-esteem through positive approaches to managing their behaviour, including distraction, staff explanations and clear boundaries. Children receive consistent praise and enthusiastic encouragement. As a result, they are well behaved and learn to share and take turns.

Children enjoy a good balance of adult-led and child-initiated activities, which promotes their confidence and independence. They are developing good skills that help to prepare them for their future learning needs. For example, they develop creative skills as they make clay models and take part in various art and craft activities. They use their imaginations during creative play, where props and resources are introduced and used well to keep them engaged. Children develop an understanding of the wider world as they play with costumes and resources from around the world. Children, including young babies, enjoy free flow play between the indoor and outdoor areas where they can explore and experiment. They benefit from opportunities to develop early skills in information and communication technology as they use programmable toys. For example, they use a computer and learn how to operate the computer mouse.

Children learn about adopting healthy lifestyles in a number of ways. For example, they develop good physical skills through music and movement activities, using the climbing frame and going for walks. Children learn to promote their own health needs, for example, as they learn about managing their personal hygiene and eating balanced meals. However, their understanding is not always promoted as staff sometimes miss opportunities to talk to them about healthy foods when they are eating. Children's social skills are promoted as they engage each other in conversation and interact with staff. Overall, children are cared for in a happy, relaxed and calm atmosphere.

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
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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