

William Bellamy Children's Centre Nursery

Inspection report for early years provision

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Inspection date	14/02/2012
Inspector	Mary Vandeppeer
Setting address	William Bellamy Childrens Centre, Frizlands Lane, DAGENHAM, Essex, RM10 7HX
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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*.

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Description of the setting

William Bellamy Children's Centre Nursery registered in 2011. The nursery is one of 10 early years settings managed by Chestnut Nursery Schools (Newham) Ltd. The nursery operates from a purpose built premise adjoining a primary school and Children's Centre. It is located in Dagenham, in the London Borough of Barking and Dagenham. The nursery serves the local community and is open each weekday between 8am and 6pm all year round. The nursery is registered on the Early Years Register and a maximum of 54 children may attend the nursery at any one time. There are currently 69 children in the early years age group on roll. The setting receives funding for the provision of free early education to children aged two, three and four. There are ten members of staff, all of whom hold early years qualifications at level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The environment is warm and welcoming to children, parents and carers. Each key person understands the unique care and learning needs of every child they are responsible for. Children's safety, welfare and learning are promoted well and encouragement for children to adopt healthy lifestyles is excellent. Equality and diversity is fully embedded in all aspects of the provision. Overall, working relationships with parents are good. The partnerships with other settings and professionals are highly effective in supporting the care and learning needs of every child. Strengths and areas for improvement are clearly identified and addressed. This means that clear priorities and forward planning consistently promotes good outcomes for the children.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information with parents, to promote a shared understanding of children's individual needs and involve them in practical ways to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is successfully safeguarded through the implementation of effective policies, strategies and procedures. Practitioners clearly show an up-to-date understanding of child protection issues. They know where to access important information and know exactly what to do in the event of a concern. The

systems for recruitment and vetting are very good and help ensure that childcare staff are suitable. The manager of the nursery undertakes the ongoing monitoring of staff performance, helping to consistently promote children's care and well-being. Practitioners know their individual roles and responsibilities. The risk assessment process is very thorough, clear and well recorded; covering all areas of the setting and any outings. Daily checks help to identify and minimise new hazards and reduce the risk of accidental injury to children.

A broad range of toys and resources is available. Staff use resources to inspire, stimulate and challenge children in their learning. Children can also help themselves to what they want to play with.

Equality and diversity is fully embedded into every day practice. All staff are qualified and have attended additional training. There are designated members of staff overseeing practises to ensure the needs of all children are supported. Children have plenty of opportunities to learn about diversity in society. Staff are proactive in promoting the inclusion of all children and their families. Children with special educational needs and those who speak English as an additional language receive good support.

The systems for self-evaluation include reflective practice and gathering the views of staff, children, parents, carers and specialists who visit and support the setting. The staff team has identified the setting's strengths and areas for improvement very effectively. They develop well-targeted improvement plans and action taken has a very effective impact on the outcomes for children. For example, the baby room has seen improvements and now the babies receive a variety of rich experiences, both indoors and outdoors. Also, the outdoor area has been enhanced and now includes wooden climbing and balancing equipment and a digging and planting area.

Highly productive partnership working supports the needs of each individual child and their families. For example, the setting works with the local children's centre, schools, specialists and early years professionals, to ensure children get the help and support they need. An excellent range of information about the provision is shared with parents. Children's progress records and contact notes are shared. However, parents are not yet fully involved in supporting their children's development and progress in a practical way. Parents say they feel their children are superbly cared for by staff who know them well. They are very happy with their children's progress and feel that any concerns are dealt with swiftly and appropriately.

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

Practitioners support children's learning very well and help children to acquire skills for the future. Methods of observational assessment are becoming more effective. Staff record children's starting points and monitor their ongoing progress. Planning includes the next steps identified for individual children's learning and helps to

ensure children's current interests and abilities are incorporated.

Adults engage babies in meaningful interactions as they play or look at picture books. Babies enjoy snuggling up with carers to look at a book or discover a new challenge. Role play and dressing up are popular even with the youngest children. The children clearly enjoy all the play opportunities and have developed close relationships with the key people who care for them. They benefit from the choice of indoor and outdoor play opportunities and are able to use their own ideas in their play. For example, outside children have been engrossed in watching a mechanical digger in the adjoining school grounds. Afterwards, they use toy lorries to transport objects to copy what they have seen. This shows how children are taking an interest in the world around them and helps to develop their physical skills.

Children have free access to art, craft and mark making materials to create using their own design ideas. They like to look at books by themselves in the comfortable. They also use these areas to rest or talk with friends. Practitioners are skilled in encouraging children to talk, listen and remember what they did recently such as when it snowed. Children are competent communicators and show good memory recall. They confidently talk about their experiences. All children have access to a wide range of interactive toys and resources, some of which are programmable and help them discover how things operate. Children show confidence in using the computer equipment. Older children count well and are able to solve simple problems. They measure and weigh and are gaining awareness of the concept of subtraction.

Photographs of the children are displayed all around the nursery, as well as pieces of their work, such as paintings. This gives children a sense of belonging and helps them feel safe and secure. Children learn patience and respect as they wait for their turn to use toys or serve their own food at lunch time.

Children enjoy eating highly nutritional, varied and freshly prepared meals provided by the nursery's own company. Menus are displayed so parents can comment about their content. This is rotated for variety and choice and includes vegetarian options and some cultural variations. Children eat fresh fruit and vegetables daily and become involved in helping to prepare snacks. Excellent use of posters and images helps to teach children about the different food types and to adopt good table manners. They demonstrate an excellent awareness of healthy eating and the benefits of adopting healthy lifestyles. Good hygiene routines are followed throughout the nursery. Simple wall illustrations remind children to wash and dry their hands fully. Babies crawl and practise their developing walking skills as they explore the indoor and outdoor environments. They also use sit and ride rockers with delight. Older children excel in their physical agility using the excellent outdoor play resources. They climb the wooden structures and low level climbers and balance with confidence as they travel across rope bridges. Children recognise the effects of exercise on their bodies, for example, a child declares they are 'hot and puffed' and want to 'sit', knowing they need a rest. Others help themselves to drinks after running around vigorously.

Children show they feel safe and secure by the way they act and use the nursery

freely and confidently. Children behave well and interact positively together. Staff are good role models. They encourage good behaviour with plenty of praise and encouragement and set realistic boundaries for behaviour that children understand.

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	1
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	1
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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