

Bow Nursery Centre

Inspection report for early years provision

Unique reference number	EY431364
Inspection date	29/02/2012
Inspector	Amanda Allen

Setting address	Bow Nursery Centre, 1 Bruce Road, LONDON, E3 3HN
------------------------	--

Telephone number	07519 550 619
-------------------------	---------------

Email	
--------------	--

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 2012

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).

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

Bow Nursery Centre is managed by Barnardo's. It was first registered in 2000 and re-registered in 2011. It is situated in Bow, in the London Borough of Tower Hamlets. It operates on the ground floor of the premises and has sole use of this when open. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm throughout the year apart from bank holidays and a week in December.

The nursery is registered on the Early Years Register to offer care for 24 children, none of whom may be under the age of two. There are currently 25 children on roll and they attend for various different sessions. The nursery is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language.

The nursery employs two full-time and two part-time members of staff, all of whom hold appropriate early years qualifications. There are also two 'floating' senior members of staff who provide occasional cover and a manager who oversees both Barnardo's nurseries in the area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is effectively promoted. They are safe and secure at all times and enjoy learning about their local area and the wider world. Overall, staff support children well and provide activities that cover all areas of their development. Regular self-evaluation by the manager and staff team highlights any areas for future development which are promptly prioritised and acted upon. As a result, the nursery has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to find out about and learn how to use information and communication technology
- support and extend children's thinking further and help them to make connections in learning by asking open questions.

The effectiveness of leadership and management of the early years provision

The nursery has clear safeguarding children procedures in place and provides relevant information to parents, in line with the Local Safeguarding Children Board guidelines. All staff are suitable to work with children and are dedicated to promoting their safety. Children are kept safe and secure due to the vigilance of the staff and the completion of daily, robust risk assessments. Staff and children regularly practise fire drills so that they know what to do in an emergency. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe. For example, they know they cannot run around indoors because they could cause an accident.

Staff establish a close liaison with parents from the start. There are clear settling-in procedures and parents are asked to provide information about their children's routines, likes and dislikes. Parents are constantly encouraged to be involved in their children's learning. They are informed daily about activities their children have undertaken and have unlimited access to observations and assessments of their children's progress. Staff take positive steps to help children move on successfully to new settings as they are fully involved in their transition to school. These steps contribute greatly to continuity of care for all children.

Staff provide excellent support to enable all children to join in with a full range of activities. There are extensive positive images and resources that reflect diversity around the nursery and activities are creatively adapted for all individuals. This means that every child feels valued and included and is encouraged to have a voice. Children learn about different cultures through a stimulating range of related activities. They relish celebrating different festivals, dressing up, cooking, dancing and reading a variety of books from around the world.

There is a generally good variety of resources and activities, although the range of resources to help children learn about information and communication technology is limited. Resources are organised to allow children to make independent choices about their play. Children have daily access to a well-resourced outdoor play area. The nursery has effective systems for self-evaluation which clearly identify its strengths and weaknesses. The manager and staff contribute to the self-evaluation process and discuss it regularly at team meetings. They are clearly working hard to develop the provision and they have ongoing action plans in place to make continuous improvements. Staff work well as a team and have a natural affinity with children. They regularly attend training sessions which enables them to keep their knowledge and skills up to date.

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

Children clearly feel at home in the nursery. They move around confidently, showing that they feel safe and secure. They have excellent manners and show

high levels of care and concern for others. Staff speak calmly to the children, and explain everything to them at a level they can fully understand. This results in extremely well-behaved children who respond particularly well to praise. Children enjoy a good balance of adult-led and child-initiated play. For example, they enthusiastically pretend that the home corner is a supermarket, filling their shopping bags with lots of food. They talk excitedly to staff and each other about making dinner, which develops their language skills. Staff make effective observations of children's progress and use these to identify and meet their individual needs. They interact well with the children although they do not always use open questions to extend their learning and help them make connections in learning.

Children enjoy a wide variety of indoor and outdoor play experiences. These support their learning and development well and help them learn good skills for the future. High staffing ratios support children to move around freely and make independent choices from the different activities provided indoors and outside. Children have plenty of resources to choose from on a daily basis, although there is a limited range of equipment to help them find out about and learn to use information and communication technology. They enjoy using a good range of craft materials both indoors and outside which enhances their creative development.

Children enjoy using the outdoor play area. They develop their physical skills as they use the varied range of well-maintained play equipment. They can also look at books in the outdoor play area which means that their enjoyment of literature is not restricted to the book corner. They thoroughly enjoy cutting and rolling dough, creating their favourite dinosaurs and making models of their families.

Children are carefully supported to learn about healthy lifestyles. They learn excellent hygiene skills by following highly effective hygiene routines. They know why they need to wash their hands and dry their hands with individual paper towels. This helps to protect them from infection. They benefit from an extremely healthy range of meals and snacks, which are adapted to meet all individual dietary needs.

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	1
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	1
The extent to which children make a positive contribution	1
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

