

# ClementsWood Neighbourhood Nursery

Inspection report for early years provision

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EY263449

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21/05/2012

**Inspector**

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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

ClementsWood Neighbourhood Nursery opened in 2003. The nursery has been incorporated as a private limited company, 'Just Fun Ltd'. It is situated in a residential area of Ilford in the London Borough of Redbridge. The nursery operates from three rooms in a converted house and also includes a kitchen, staff room, office, laundry and storage facilities. The nursery is open each weekday from 7.30am to 6pm, for 52 weeks of the year. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to accept a maximum of 38 children under 8 years, at any one time. They may all be in the early years age group, of these, not more than six may be aged under two years. There are currently 43 children aged from 12 months to under five years on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It also supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs six members of staff including a cook. All staff, including the manager, hold appropriate early years qualifications. The nursery receives support from the local authority early years professionals.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and welcoming environment where staff acknowledge them as unique individuals and promote their independence generally well. Children make good progress in most aspects of their learning and development and organisation of daily routines is generally appropriate. Staff work with parents successfully and some good information sharing takes place to meet the children's individual needs. Staff have identified areas for development and implemented action plans to improve outcomes for children. This shows a pro-active approach and a strong ability 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:

- improve opportunities for children to express their ideas through a wide range of media and materials
- improve the organisation of everyday routines such as snack and meal times to minimise the time children spend waiting passively

- involve parents in practical ways to support their children's learning and development and gather their views on a regular basis regarding their children's progress.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is promoted and safeguarded through the implementation of effective safeguarding procedures. Staff have a good understanding of procedures to be followed should they have any concerns about a child in their care. Effective recruitment and vetting procedures are followed to ensure that staff are suitable to work with children. Risk assessments and daily visual checks are conducted to identify and minimise hazards to ensure that the environment is safe for children. Clear risk assessment records are maintained and reviewed regularly. Fire evacuation is practised on different days to ensure that all children are familiar with the procedure. These robust measures help safeguard children's welfare. The management staff encourage continuing professional development for all staff. As a result, children are cared for by skilful and knowledgeable staff who are committed to the children in their care.

Equality and diversity are promoted well. Staff monitor their practice so that nursery experiences are available to all children and their needs are suitably supported. This support extends to the needs of those with special educational needs, for those speaking English as an additional language and for their families. Children learn to value diversity through planned activities and using resources that promote positive images of culture, ethnicity, gender and disability.

The use of self-evaluation is good. The group reflects on areas for improvement and action plans set realistic targets to monitor and improve the provision. These include arranging training for staff and extending the already well established garden and other resources to ensure children's needs are met. There is a strong staff team that is supported by the manager and they work together well as a stable team. Staff participate in a variety of training opportunities and use the knowledge and experience they gain to bring about improved outcomes for children.

Settling-in procedures are in place to meet the individual needs of children and their families alongside a key person system. A notice board, daily discussions, questionnaires and newsletters keep parents informed about events happening at the nursery and the opportunity for them to be involved. However, systems for parents to review their children's progress regularly and to contribute to their children's learning and development are not fully established. The nursery is committed to working in partnership with others and has developed links with the local children's centre. Other professionals involved in children's lives are welcomed into the nursery to ensure all children receive the care and support they need to make progress in their development, not only for the child but for the family as a whole.

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

Children are very well supported by staff overall. Staff are highly sensitive to their individual needs, including those children for whom English is not their first language. Children show they feel safe and secure in their environment. This increases their motivation to learn and underpins the good progress they make towards the early learning goals. Perceptive observations and assessments of the children are used to establish children's starting points, abilities and personal interests. Staff use the information gathered to plan activities that appeal to the children and cover all areas of learning. Children are keen to participate in the activities offered and use the range of developmentally appropriate resources available to them to initiate play. They do so in their own time and at their own pace. There is a wide range of activities, toys and equipment available, although the range of art materials is less accessible to the children. As a result children are not actively encouraged to extend their play using these resources.

Children are able to move freely between the outdoor and indoor play areas. There are good opportunities for children to explore aspects of the natural world. They are encouraged to grow plants and vegetables. Children thoroughly enjoy using tools to dig in the sand, and compare the quantity of sand held in different containers. There is great hilarity amongst the peers as they use the home corner. Here they sing and play with dressing up resources using their imaginations excitedly. They engage in lively conversations with their peers and adults throughout and listen attentively to a well-told story and when other people speak to them. This encourages the development of effective communication skills. Children have plenty of opportunities to begin to learn about diversity in society as they enthusiastically engage in dressing up or discover how people live in other parts of the world. For example, they talk about the different type of houses other people live in, or have opportunities to taste different foods relating to the different cultures. They learn to accept everyone as individuals and demonstrate an early understanding of acceptance and tolerance.

Children behave well, as they clearly understand what is expected of them. Snacks are healthy as they consist predominately of fresh fruit and water. In addition, they enjoy the nutritious meals cooked on site that take into account the age of the children and their dietary requirements. Children sit together learning social skills and have small group discussions. However, this routine is less organised at lunch time for the toddlers, as the children wait unoccupied before starting. Children follow good hand washing routines which help to minimise the risk of cross-infection. They have many opportunities for fresh air and physical exercise and enjoy the use of climbing apparatus and wheeled toys in the garden. This demonstrates to children the importance of adopting healthy lifestyles. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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