

Valentines Nursery

Inspection report for early years provision

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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

Valentines Nursery opened in 2003, it is situated within a residential area near to Ilford town centre in the London Borough of Redbridge. The nursery is a private day care setting and operates from a converted house. The nursery is open each week day from 8am to 6pm for 51 weeks of the year. All children have access to an enclosed outdoor play area.

A maximum of 32 children under eight years can attend, of these, not more than 32 may be in the early years age group, and of these, not more than 11 may be under two years at any one time. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 43 children aged from ten months to under five years on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs nine members of staff, eight hold an appropriate early years qualification. The manager has Early Years Professional Status. The nursery provides funded nursery education for three- and four-year-olds and receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are treated as individuals and feel secure and settled in the care of nurturing and experienced adults. Progress from starting points is consistently good, and children are motivated and keen to learn. Children form strong bonds with staff and their peers so they are independent and behave well. Resources are used well so children initiate their own activities, solve problems and make choices. Extremely strong partnerships with parents and others who work with the children result in consistent care and support, and individual needs are thoroughly understood and met. The nursery's ability to maintain continuous improvement is excellent, resulting in quality care and education, a well-qualified and cohesive staff team, and an excellent service for parents.

What steps need to be taken to improve provision further?

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

- provide greater opportunities for children to be creative using their own ideas rather than expecting them to reproduce someone else's design through pre-cut templates and worksheets

- link the indoor and outdoor environments where possible so that all children can move freely between them.

The effectiveness of leadership and management of the early years provision

All staff understand child protection procedures, and a range of information is available for them to refer to in the event of a concern. This helps staff to safeguard children effectively. Only adults suitable to come into contact with the children are able to do so, and clear recruitment and vetting procedures are in place. These measures help to keep children safe from harm. Effective risk assessment means that children can play and learn within safe boundaries. The written record of the risk assessment is underpinned by daily premises checks, which help to prevent accidental injury to children.

Equality and diversity issues are embedded into all areas of practice. Staff offer an inclusive setting in partnership with parents. A range of strategies are in place to support children who speak English as an additional language. These include the use of key words from the child's home language as well as picture symbols, while children are supported to develop their English. In addition, appropriate procedures are in place to support children with special educational needs and/or disabilities and staff work effectively with a range of other professionals in order to provide coordinated and consistent care. Toys and resources provide realistic images of diversity, and children have plenty of opportunities to learn about the differences between people in society, which teaches them to respect diversity.

Self-evaluation is highly effective. The strengths and weaknesses of the provision are clearly identified and evaluated against the impact on the outcomes for children. Future aims include continuing to develop the outside area and meeting parental needs. The group has a strong commitment to driving improvement. For example, previous inspection recommendations have been met effectively, and everyone involved with the provision contributes to the self-evaluation process and to making improvements. The staff work well together and value the views of children and parents, which they obtain from discussions and questionnaires. Quarterly appraisals and access to training courses support their ongoing professional development. Regular monitoring and evaluation of activities, areas of the provision and resources, enable the provision to continue to improve and develop.

A wealth of information about children's routines is obtained from parents and is updated regularly. This enables staff to offer individualised care. Parents feel they can totally trust nursery staff to respect their wishes for their children. The quality of information displayed for parents is excellent, including everything they need to know about the work of the nursery. They feel fully involved in their children's learning and feel their input is valued. Children's records of achievement and tracker records are very detailed, are shared with their families in discussions and are passed to their next school or setting to support the following stage of their education. Staff work enthusiastically alongside a range of professionals to enhance the learning and development of each child. Excellent ongoing links with

speech and language therapists, health visitors, local early years providers and schools promote continuity of care and learning, 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 arrive happily and confidently. They hang their coats and bags on named pegs before finding an activity of their choice. They freely move around the room making decisions about activities, with many children playing cooperatively with their peers, showing good relationships. Photographs show children enjoying many activities, such as seeing the Queen during the Jubilee festivities, handling small animals from a visiting farm and developing their physical skills at the local park. Children have plenty of opportunities for messy and creative play. For example, they paint with different media, cut, stick and experiment with different materials, such as shaving foam and cornflour. However, this can be overly directed because adults use pre-cut templates and work sheets which do not allow children to express their own ideas. Children use a good range of construction materials to build, join and create structures while developing their problem-solving skills.

Children develop well in numeracy. Children use mathematical language in their play, for example when talking about the tall giraffe and the small duck. They are encouraged to count during all activities and are able to sort by colour and object. Children access equipment to support their mathematical skills; they count cubes, find numbers in the jigsaws and sort small world toys by colour. Adults use questioning in many activities to encourage children to count, and many children recognise shapes such as circle, square and triangle. Some children confidently count beyond ten, with several understanding the concept of numbers up to ten. Children can freely help themselves to different maths equipment from the trolley. They handle natural materials such as pine cones, wood, stones and shells, and use the magnifying glass to have a closer look. Children build with the large wooden bricks and use the wooden train track. They become very familiar with technology and use resources such as battery-operated toys and computers confidently and competently, all of which contribute towards their future learning.

Children can easily help themselves to tissues, and older children use the toilets independently. They wash their hands before meals and choose water to drink. They each have a plate to help themselves to pre-prepared fruit at snack time, all of which reinforces their understanding of good hygiene and healthy eating. Children have lovely opportunities to play outdoors, and the older children are able to move freely between the indoor and outdoor environment. However, opportunities to allow the younger children to link the indoor and outdoor environments in the same way are less developed.

Children are happy in this safe environment and feel secure, enjoying contact with staff, who they trust. Children's understanding of right and wrong is successfully promoted through consistent boundaries, which enable them to learn desirable

behaviour, develop their confidence, and to learn to take turns and share. They are very polite and helpful to others and exhibit good manners. For example, they ask to borrow a resource from another child and remember to thank them when they have finished. They assist staff in tidying up and have positive relationships with adults, who employ sensitive strategies to support their self-esteem.

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	1

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	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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