

Rebecca Cheetham Nursery Education Centre

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*.

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Description of the setting

The Rebecca Cheetham Children's Centre Daycare registered in 1999. It provides day-care provision for two- to three-year-olds and wrap around provision for three- to four-year-olds who attend the nursery during the day. The centre operates from a purpose-built building, situated in Stratford in the London Borough of Newham. Access to the centre is at ground level. Children in the day-care provision have the use of three base rooms. They share access to a sensory room and secure outdoor play areas. The centre is open every weekday from 8am until 6pm for 48 weeks of the year.

The day-care provision is registered on the Early Years Register to care for a maximum of 47 children in the early years age group, of whom none may be under two years, at any one time. Currently, there are 20 children on roll and a team of four staff employed to work with the children. All staff hold relevant early years qualifications. The day-care provision supports children who have special educational needs and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's day-care provision offers a welcoming, stimulating and inclusive environment where children develop a real sense of belonging. Staff prioritise children's well-being and have excellent procedures in place to promote the safeguarding of all children. A particular strength of the day-care provision is its partnerships with parents and other professionals, which contribute to children's needs being met very effectively. Children are well supported by staff and make significant progress in their learning and development. The day-care provision maintains a good capacity to improve through its effective monitoring and evaluation systems.

What steps need to be taken to improve provision further?

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

- review the daily routine, with particular focus on the organisation of snacks and nappy changing.

The effectiveness of leadership and management of the early years provision

The documentation in the children's centre is very well organised and staff are fully aware of the policies and procedures. Staff in the day-care setting are vigilant in their implementation of the procedures for safeguarding children. Detailed risk assessments are carried out in all areas accessed by children so that staff can ensure potential risks continue to be minimised effectively. All staff have attended training in safeguarding issues and know what to do if they have any concerns relating to child protection. Staff continually monitor children's well-being, so that, if necessary, they can seek help and advice for individual children. All staff are made aware of any children who have individual health care plans, and medication is made easily accessible. All the provision's records relating to health and safety are extremely well maintained.

Staff attach great importance to partnership working. Parents receive very useful written information about the provision in a welcome pack and can view extra information on the day-care notice boards. Staff get to know new children very well through a system of home and settling in visits. Parents are encouraged to provide information about children's needs and attend regular consultations to exchange information on children's progress. In this way, children benefit from staff and parents working together to help them move on in their learning. Staff participate in maintaining a centre scrapbook which contains pictures of, and words about, the different activities children have been involved in during the week. There is an excellent transition process in place for children moving on to the nursery. In addition, the close liaison between staff and professionals in the centre enables individual children to benefit from continuity of care, which is focused on their particular individual needs.

Staff make good use of the space available, both indoors and outdoors, to offer a wide choice of play activities. They are innovative in their provision, for example, setting out animals, a 'house' and related story book in an outdoor sand pit. A creative room offers a range of tools and materials for exploration and messy play. The computer is easily accessed, as it has a touch screen. In this way, children's interest is stimulated and they become involved in their own exploration and investigation. Staff are adept at maintaining children's interest by getting involved in their play, showing interest in their ideas and engaging them in conversation. Once engaged, they stay with children, for example, sharing numerous books chosen by children, until their interest wanes and they move on to something else. Staff are attentive to children's care needs and follow a daily routine, which gives children a sense of security. However, the daily routine does not always work to the benefit of all children, particularly with regard to the organisation of snacks and nappy changing.

Staff work very well together as a team, offering a mix of child-led and adult-directed activities each day. They focus on individual children's interests to promote and extend their learning. Children in wrap around care have their needs met effectively through the provision of suitable play activities. Staff increase children's awareness of diversity in the wider world, by creating displays and

celebrating special festivals. They have good opportunities to further their own professional development, through attending various training events throughout the year. The day-care manager is involved in senior leadership meetings within the centre and, consequently, participates in the overall evaluation of the centre. She monitors the system of observational assessment closely, so that she can encourage a consistent approach amongst staff in the day care. She offers opportunities for staff to reflect on their practice, so that they continually work towards improving the outcomes for all children.

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

Children enjoy the relaxed atmosphere within the setting and are actively encouraged to make choices. They quickly gain self-confidence and learn to make decisions for themselves, for example, a younger child finds a can to play with in the water tray after watching others. Staff have effective strategies in place to manage children's behaviour and promote respect. Consequently, children are extremely well behaved and attentive to adults and, as a result, become independent learners with a heightened awareness of their responsibilities within the group. Children show much interest in the activities on offer, for example, enjoying role play in the outdoor play house or having fun banging drums to complement a story. There are excellent opportunities for children to explore in different play situations and they often become absorbed in their play, for instance, a child plays imaginatively, arranging and rearranging toy animals in the outdoor sand pit. In this way, children develop an excellent attitude to learning in different play situations.

Staff make use of a comprehensive system of observational assessment to plan relevant learning experiences for children, based on their interests and needs. A particular strength of the system is the creation of learning journeys, based on the development of a child's interest and showing the learning achieved. This system helps staff to actively engage with children and support them effectively in different learning situations. Children are encouraged to use language to communicate, as staff join them in play. They learn to count, recognise shapes and make comparisons. There is very good access to a range of books which promotes an interest in, and enjoyment of, the spoken and written word. Children especially enjoy the opportunities to explore creatively, for example, a child explores the texture of glue whilst arranging collage pieces on paper. Children benefit from their participation in small group activities, which offer focused learning opportunities, such as participating in story telling, making music and learning action rhymes.

Children feel safe and secure in the setting and develop close relationships with staff. They are encouraged to assess potential risks for themselves, for instance, children work out how they can travel safely along a balancing plank, or up and down the outdoor steps. They move around confidently, accessing resources and learning to tidy up after themselves. Children benefit from the freedom to be physically active outdoors, especially enjoying the space to run. For part of the

morning, they are well supported in their outdoor activities by two staff, but when one moves to change nappies for the rest of the morning, children lack the same level of support outdoors. Children are becoming aware of the importance of healthy eating, through the provision of nutritious two-course lunches. They are able to access a healthy snack during the morning, although this is not always organised so that children benefit from the social and conversational aspects of sitting with others who are taking snacks. All children are encouraged to rest after lunch, so that they avoid becoming overtired during the rest of the day.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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