

Pillar Box Gardens Nursery

Inspection report for early years provision

Unique reference number	EY152556
Inspection date	26/06/2012
Inspector	Sue Mann
Setting address	49 Fairfield Road, Bow, London, E3 2QA
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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

Pillar Box Gardens Nursery registered in 2001. It operates from a large Victorian House in Bow in the London Borough of Tower Hamlets. The premises have been converted to house the nursery, which is on two floors and consists of five rooms, children's toilets, a kitchen, an office and staff room. All children share access to a secure enclosed outdoor play area.

The nursery is open each weekday from 8am to 7pm for 49 weeks of the year. A maximum of 30 children may attend the nursery at any one time. There are currently 14 children attending who are within the early years age range. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs five members of staff, all of whom hold appropriate childcare qualifications to at least level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has an inclusive approach and all children are well settled and happy in the setting. An efficient system is in place for observing, assessing and planning for children's learning and development overall. Safeguarding procedures work well to promote children's safety. Staff generally use resources well to ensure children make progress in their learning and development. Good partnerships are in place between parents and other professionals. Robust self-evaluation ensures that priorities for development are acted upon, which results in a setting that responds to each child's needs effectively and that maintains effective continuous improvement in their childcare practice.

What steps need to be taken to improve provision further?

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

- develop further children's social skills, with particular regard to learning good manners
- review the opportunities for children to be outdoors with freedom to explore, use their senses and be physically active and exuberant.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding issues. They are aware of the procedures to follow should there be a concern about a child. The nursery has an emergency fire evacuation procedure in place, which is practised regularly. Therefore, children have regular opportunities to learn how to protect themselves in the event of a fire. Staff carry out good risk assessment and daily checks, indoors and out, to minimise risks to children. This means children play in safety.

All policies, procedures and child records that are required for the safe and efficient management of the nursery are maintained. Children's good health and well-being are promoted through the staff's good hygiene routines and their commitment to checking that all steps are taken to prevent the spread of infection. The brightly painted walls of the nursery display the children's work and many images of diversity.

The nursery has a written self-evaluation document, which staff use to continually assess the provision through regular staff meetings. This enables them to formulate clear plans for improvements. For example, staff have plans to extend the range of natural resources. Children benefit from a good range of stimulating and fun resources, which are easily accessible from low-level shelves and baskets. Children have their individual needs well met. They are encouraged to be respectful to others and have many opportunities to become aware of and develop their understanding of difference. Children who speak English as an additional language are well supported. Staff take time to learn key words and phrases from parents, which allows them to develop good communication with the children.

Staff have good relationships with parents and provide them with detailed information about the nursery and their children's achievements. Parents are encouraged to share their children's achievements at home with staff, and are involved in identifying the next steps in children's learning. Parents write comments in the communication book, which show that they are happy with the care and support their children receive. Parents take part in annual garden parties held in the local park and plans are in place to offer further opportunities for the parents to be involved in the nursery. The nursery works well in partnership with the other professionals such as the local authority and the Special Educational Needs Co-ordinator. This allows them to access support and advice when required in order to promote continuity in children's learning.

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

Children settle well due to the well-planned, settling-in process. Parents are encouraged to stay as long as they want to help their children settle. Time is spent at the beginning of the care arrangement in gathering information about individual

children. This enables staff to develop plans to enhance children's learning and development. Therefore, children display a strong sense of belonging and security, are clearly happy and settled.

Staff use their good knowledge of the Early Years Foundation Stage framework to support children's learning and development. Effective systems are in place for observing and planning to support children's good progress towards the early learning goals. Comprehensive learning journals are regularly shared with parents, which enables them to keep up-to-date with their children's learning and development.

Children are encouraged to learn how to lead healthy lifestyles through eating a range of healthy foods. Staff offer the children fruit, raisins and crackers at snack time and healthy home cooked meals at lunchtime. Children's independence is promoted well as they serve their own snacks from the large bowls full of fruit at snack time. Children develop good personal skills such as washing their hands and faces after eating. Fresh drinking water is available at all times to ensure that the children do not become thirsty. Children have their photographs on their cups to enable them to access their cups when they need a drink.

There is a secure enclosed garden for children to enjoy fresh air and exercise, which supports their good health and well-being. There is an artificial surface laid which means that the garden is accessible all year round. However, children have limited opportunities to enjoy free-flow access to the outside environment, which limits their opportunities to freely explore, use their senses and be physically active. Children have some opportunities to visit the local park to further develop their physical skills and enjoy fresh air and exercise. Children behave in ways that are safe for themselves and others. They are aware of the rules that they need to adhere to, such as waiting by the safety gate before going through to the dining area. Children develop a good understanding of the world around them through celebrating different customs and cultures. A good range of supporting resources such as books, dolls and musical instruments further promotes children's understanding of diversity. Children enjoy exploring a range of messy play, such as oats and dough. They explore scientific principles such as gravity by rolling balls down lengths of guttering. Children's creative development is developed through the range of painting and sticking activities. Their work is celebrated by staff and displayed on the walls. Staff help children to understand behavioural expectations, for example, explaining why they need to share the toys. However, staff do not always role model good social skills, such as saying 'please' and 'thank you'.

Children develop good skills for the future. Children enjoy using puzzles and simple resources depicting numbers to enable them to develop problem solving and numeracy skills. Soft cushions and colourful fabrics in the quiet area, allows the children to listen to stories and to relax when they want to. They enjoy singing and stories with staff, which encourages their communication, language and literacy development. Children develop imaginative skills through the well-resourced role-play and small world toys.

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	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

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