

Laindon Neighbourhood Nursery

Inspection report for early years provision

Unique reference number EY284577
Inspection date 19/09/2008
Inspector Robert Greatrex

Setting address The James Hornsby High School, Leinster Road, Laindon,
BASILDON, Essex, SS15 5NX

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Type of setting Childcare - Non-Domestic

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.

Description of the setting

The nursery operates between 08.00 and 18.00 all through the year in a purpose-built single-storey building with excellent access. It is located in Basildon, Essex. The nursery is registered on the Early Years register for up to 50 children aged from birth to under five years at any one time, and on both parts of the Childcare Register. Of these, 21 receive funding for nursery education. Children mainly come from the local area. The nursery supports a small number of children with learning difficulties and/or disabilities and also a number of children who speak English as an additional language.

Sixteen staff are employed. Eight, including the manager, hold appropriate early years qualifications. The nursery is one of approximately 40 nurseries in the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

The care and well-being of the children is at the heart of everything this outstanding nursery does. The warmth of the welcome, professionalism and commitment of staff were described by one parent as, 'like a breath of fresh air'. A wide range of superb activities, tailored through accurate assessment to each child's needs, form the basis of the outstanding progress children make. All children are made to feel at home because staff ensure all are included, celebrated and valued in the life of the nursery. Excellent leadership identifies staff's different skills and utilises them fully in the very effective staff team. Improvement is continuous, based on a clear understanding of the views of staff and parents; the latter seen as vital partners in their children's development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- pursue closer links with local children's services to improve provision for children and parents

The leadership and management of the early years provision

The nursery is very effective because everyone, at all levels, knows what is expected of them, and are trained for that purpose. Procedures are clear and consistently followed. All legislation, including safeguarding children, is adhered to fully. Children are well supervised at all times and plans are in place to improve aspects of the outside provision. Sufficient staff are always available and ensure all children's needs are fully met. The nursery benefits from being part of a group of nurseries so that guidance, for example with polices, is readily available. Regular staff reviews help generate an action plan of training needs and future aspirations.

Subsequent training is tailored to this so that the team is highly skilled and well motivated. The nursery's self evaluation is systematic and thorough. The views of parents and staff are regularly sought and used to inform planned changes. When appropriate, advice is regularly sought and readily acted upon. Typical of the high quality leadership is the response to the last inspection. Despite being judged outstanding, the nursery has not stood still and has continued to strive for further improvement. For example, the partnership with parents has been a major focus and is excellent. The nursery works very closely with parents on all levels; inviting parental comment about planned changes in procedures and policies, and in practical ways, such as improvements to the garden. Links with outside agencies, to support children's individual needs, are very good. Other links with local children's services are not pursued sufficiently and for example, opportunities to create a parent-toddler group, are missed.

The quality and standards of the early years provision

The nursery staff know all of the children as individuals; their different needs, skills and abilities. As a consequence, tasks and activities are at just the right level to challenge without overwhelming. The very close and trusting partnership with parents starts before children join. Parents are always welcome and encouraged to visit, information exchanged frequently so that all are clear about the welfare, achievements and progress made. Even very young and new children quickly see the strong partnership between home and nursery and feel confident, happy and secure. Consequently they settle quickly and maximise their benefit from all the nursery offers. All children, including those with special educational needs and those for whom English is an additional language, settle quickly and easily. The staff consider and discuss each child's needs, ensuring that everything is in place to make their time in nursery a positive and enjoyable experience.

Children thrive in the stimulating and imaginative activities they are offered, so that they are developing a real thirst for learning. 'Let's go camping' and 'beach day' typify how real-life activities are planned by staff refusing to accept that there are any limits to what they can offer their children. Whether converting the classroom into a beach or putting up tents and eating the packed lunch children helped make, a multitude of fascinating opportunities await the children. Curriculum activities are grounded in real life and consequently children see learning as purposeful. For example, the visit of a nutritionist and discussions about a healthy and balanced diet led to changes in the menu. Every opportunity is used by staff to give children an excellent grounding for life. High quality discussions, many quite informal when opportunities present themselves, encourage children to think about how to stay safe, and keep healthy. Older children share and all have a growing awareness of others. Each day has activities to encourage children to be inquisitive, to use the skills they have already and develop new ones. Children develop the ability to make decisions and choices because opportunities are so well organised,

Children are making outstanding progress because numerous fascinating activities stimulate and encourage their interest, while staff have the knowledge and skill to know when to intervene and when to give the child time and space. Staff

constantly give children very good role models, whether how to behave towards others or how to protect yourself in the sun. From an early age, children are encouraged to take part and make friends. Differing backgrounds are celebrated.

Everything is done to support children to begin to develop positive attitudes that will form the basis of life-long learning. They learn that they should not be frightened of the 'new' or changes. Transitions, for example, are carefully planned. Shortly before many children moved to school, one room was set up like a school classroom and children given a suitable range of activities so that they knew what to expect both in the curriculum and at lunch and playtimes. A parent described it as, 'a brilliant stepping stone into mainstream school'. Moves from one room to another within the nursery are planned meticulously, while always recognising that plans may need to be altered to suit an individual.

Assessment is thorough and detailed so that staff have the information they need to track children's progress and match activities precisely to their needs. Like everything it does, the nursery makes this individual to each child. A clear picture emerges and the planning reflects what the staff intend next, and how and when that will be evaluated. Any parental concern generates systematic observation so that accurate information can be given to the parent and any necessary changes made.

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

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 1 |
| How well does the provision promote inclusive practice? | 1 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others? | 1 |
| How well are children safeguarded? | 2 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 1 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

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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