

# Headstart Education Centre

56-62 Church Road, LONDON, E12 6AF

<b>Inspection date</b>	11/10/2012
Previous inspection date	07/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination and have good relationships with staff and each other.
- Staff make very clear their expectations for children's behaviour, including how children should care for their environment and the toys and resources within it. Children respond positively, doing what is asked of them, behaving well and developing their ability to share and take turns.
- The management team monitors the nursery effectively and encourages the staff team's professional development, which benefits children.
- The nursery develops successful partnerships with parents. Information is shared between staff and parents on a daily basis. This enables staff to be aware of, and meet, children's individual needs.

### It is not yet outstanding because

- Staff do not provide sufficiently varied and imaginative experiences for children to develop their early writing skills.
- Children currently do not have flexible opportunities to play both inside and outdoors to fully reflect their differing learning styles.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside
- The inspector and early years coordinator undertook a joint observation of a teaching activity
- The inspector talked with available staff, parents and held discussions with the manager
- The inspector examined documentation including a representative sample of children's records, evaluation documentation, display materials and staff suitability records

## Inspector

Clair Stockings

## Full Report

### Information about the setting

Headstart Education Centre registered in 2008. It is run by a management committee of parents and community members. The nursery operates from a large hall in Church Road Studio in Manor Park in the London Borough of Newham. Children have access to an enclosed outdoor play area. The nursery is open Monday to Thursday from 8.30am to 1.30pm during term time only. Holidays reflect the Islamic calendar. The nursery is

registered on the Early Years Register. There are currently 29 children aged from three to five years on roll. The nursery receives funding to provide free early education for children aged three and four years. There are seven members of staff, all of whom hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend the programme for literacy by: including opportunities for writing during role-play and other activities, encouraging the children to use their phonic knowledge when writing.
- give as much opportunity as possible for children to move freely between indoors and outdoors to support the children to undertake activities across all areas of learning in the environment best suited to their learning styles.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The nursery provides a good start to children's learning and play experiences. They enter happily and eagerly choose what they wish to do from the interesting activities and good quality equipment provided by the staff. Very attentive staff play alongside the children offering gentle support and encouragement, enhancing their skills with individual attention. Staff successfully promote children's communication and language skills through the varied range of activities offered. For example, the children eagerly join staff in singing familiar action songs and responding to stories during small group activities. Children enjoy sharing their favourite storybooks with staff and their friends. Staff actively engage in conversation with the children and give them time to initiate discussions from shared experiences. Children's literacy skills are promoted as staff support them in recognising and writing their own names. However, opportunities for children to develop their early writing skills are not fully extended to include encouragement to writing during role-play and other activities.

The indoor environment is very effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering the seven areas of learning. Children who prefer to learn outdoors do so daily, but use of this area is offered only for a limited part of the nursery's session. This means that staff do not currently provide children with flexible opportunities to decide for themselves when they wish to play outside. Children are inquisitive and active learners as they take part in a broad range

of activities. For example, children are becoming skilled at using the nursery's computer. They confidently turn on the programme they wish to access and use the mouse to negotiate the pages. Children's mathematical learning is promoted very effectively as they use construction blocks to discuss and compare which are taller or shorter. Staff embed this learning further as they encourage children to compare their own differing heights. Staff find out about children's individual needs through the effective key person system. Information gathered is recorded well and provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Parents are actively involved in contributing to their children's development through daily discussions. Staff have effective systems in place to use their observations to assess all children's progress across the areas of learning.

### **The contribution of the early years provision to the well-being of children**

Children concentrate and persevere on their freely chosen activities as well as those led by adults. They respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Younger children hear gentle reminders to say 'please' and 'thank you'. Older children are particularly well mannered. Their behaviour is good, as staff share consistent expectations and set a good example themselves. Children willingly take on responsibility, for example tidying away toys and resources and helping to clear the table in preparation for lunch. Staff support children's good understanding of the importance of a healthy lifestyle. They provide nutritious snacks, which include fruit and vegetables. Children receive time and encouragement to complete a self-chosen task, such as trying to put on their own coat as they go outdoors. Staff discuss the importance of hand washing in order to protect themselves from harmful germs. As a result, older children develop independence in hygiene and managing their personal care. Children benefit from regular fresh air and exercise during outdoor play. Staff thread safety through daily routines to raise children's understanding, such as reminding them to take care with simple tools and follow rules when going outside. Children learn about safety through regular fire evacuation practice. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures ensure staff suitability. In addition, induction procedures support their

developing knowledge of the setting's policies and procedures. Staff have regular safeguarding and first aid training. They understand their responsibilities to provide safe play environments for children. They carry out regular risk assessments and daily safety checks so that children can safely play in all areas of the nursery.

The management team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. Management also monitor staff performance through appraisals, and informally through observation and working alongside the staff. As a result, there is good attention to staff development and an expectation that staff both attend courses regularly and gain additional qualifications. The manager provides a positive model for this. Staff apply their new skills and understanding well to promote children's learning and development in all areas. The enthusiastic and motivated leadership team demonstrates a strong commitment to driving improvements. Through discussion, they are able to identify what they do well and target areas for future development. These include developing resources and providing further training opportunities for staff. They are using their written self-evaluation to identify and drive these improvements. The feedback of parents, children and staff is used to help improve and develop services.

Effective procedures are in place to work with parents and, as a result, parents speak highly of the care and learning their children receive. They receive information about their child's learning through daily verbal feedback, photographic displays and written activity planning. Parent consultations also take place during the year and parents are invited in to the nursery to formally share information about their child's progress in nursery and at home. Parents feel involved in the nursery and are able to share and contribute to children's developmental records. Links with other providers are in place and continue to be developed to further aid children's progress and development. Information sharing is effective and this eases the transition process to other settings for the children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY366020
<b>Local authority</b>	Newham
<b>Inspection number</b>	815530
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Headstart Education Centre
<b>Date of previous inspection</b>	07/07/2009
<b>Telephone number</b>	0208 478 3708

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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