

Cambridge Day Nursery Ltd

38 Cambridge Road, ILFORD, Essex, IG3 8LU

Inspection date	10/09/2012
Previous inspection date	24/02/2011

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

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and confident. They are developing appropriate independence skills and have effective relationships with staff and each other.
- Staff have a sound awareness of how children are making progress towards the early learning goals and prepare children suitably for transitions.
- Older children speak confidently to staff and to each other. Younger children enjoy opportunities to sing their favourite songs and are developing suitable communication skills.
- Parents are provided with useful information about children's daily progress and what they have enjoyed at the setting.

It is not yet good because

- The key person system does not ensure that staff plan for children's individual learning needs and involve parents in their systems for assessing starting points and sharing children's learning from home
- Children who speak other languages are not actively encouraged to use their home languages during play
- Staffing arrangements do not always meet children's needs.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Information about the inspection
- The inspector observed activities in the play rooms and outside play area.
- The inspector held meetings with the registered person and spoke to some staff during the course of the inspection.
- The inspector took account of the views of parents spoken to.
- The inspector sampled some documentation in relation to children's progress, records kept and policy and procedure documents.

Inspector

Liz Corr

Full Report

Information about the setting

Cambridge Day Nursery registered in 2007. It operates from a converted house in Seven Kings in the London Borough of Redbridge. Access to the building is at ground level. The nursery is open every weekday from 8am until 6pm for 51 weeks of the year. Children have the use of three play rooms, two of which are on the ground floor, accommodating older children, and one on the first floor, accommodating younger children. Children share

access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children aged under eight years may attend the setting at any one time. There are currently 30 children on roll in the early years age group and eight members of staff, all of whom hold relevant early years qualifications. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staffing arrangements meet the needs of all children throughout the day by ensuring minimum staff to child ratios are maintained
- develop the programme for communication and language by: providing opportunities for children to use their home languages during play; and providing open ended questions to extend children's thinking and language skills
- develop the key person system by: making sure the key person ensures that every child's learning is tailored to meet their individual needs; and engaging parents and /or carers in sharing observations of their children's learning at home.

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

- review and further develop opportunities for children to play and extend their learning in the outdoor environment

Inspection judgements

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

Staff have a sufficient knowledge of the seven areas of learning of the revised Statutory Framework for the Early Years Foundation Stage. They plan an appropriate range of activities for the different age groups of children and most children engage in the activities happily. Staff know the children well and are able to demonstrate verbally how they are making sound progress towards the early learning goals. However, staff do not consistently assess children's learning and develop in order to successfully plan for their individual needs, interests and stages of development. Consequently, activities and experiences are not as challenging and enjoyable for all children.

Children's language development is sufficiently supported. Babies and toddlers enjoy opportunities to sing and move their bodies to action rhymes. They demonstrate their

interest in books as they help themselves to the range available and handle them with interest. Pre-school children communicate confidently with staff and each other. They demonstrate their knowledge of sounds and letters as they name and sound the letters of the alphabet pointing to the alphabet displayed around the setting. However, conversations with children during activities and meal times are often quite general and staff do not often use open-ended questioning to extend children's language and thinking. Furthermore, children are not encouraged to share and use their home language.

The staff have yet to implement the progress check for children aged two years but are generally able to identify what children in this age group are able to do. Systems for keeping profiles of children's progress are in place and are shared with parents but these have not been kept up to date for most children and parents are not encouraged to contribute to them. Some useful information is shared between children's key persons and parents about daily activities and individual needs and this helps staff to know their key children well. However, information gathered is not used effectively to plan for children's individual learning and development.

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

A satisfactory key person system is implemented and this helps children to feel secure and have a sense of belonging. Children's behaviour is generally well managed. Older children demonstrate they can negotiate and solve problems as they confidently inform staff if another child has upset them. They are learning to understand that their actions can hurt other children's feelings. However, staff are not planning tailored care to meet the children's individual needs. For example, to support younger children's behaviour.

Staff at the setting provide a suitably safe environment; they complete daily risk assessments to ensure both the indoor and outdoor play environments are hazard free. Children choose the toys they wish to play with from a suitable range of resources stored at low level. Babies enthusiastically explore their environment. Children enjoy suitable play experiences outdoors as they confidently use equipment such as tricycles and scooters and climbing equipment. They learn to negotiate space using equipment and when running outdoors. However, opportunities to promote other aspects of children's learning and development outdoors are not embraced. Older children are learning to manage their personal needs as they wash their hands and brush their teeth independently. They are developing an awareness of healthy lifestyles as they enjoy healthy meals and snacks. Children laugh and chat to staff and each other during relaxed lunch sessions. However, staff do not take this opportunity to extend their learning, for example, by helping children to understand the benefits of healthy foods on their bodies.

At times of transitions, such as when children move to new age group rooms or transfer to school staff provide appropriate support to minimise any anxiety. Children are introduced to new care group rooms gradually until they are settled. Parents report that their children are appropriately prepared and settle well at school.

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

Those leading and managing the setting demonstrate a sound understanding of their responsibilities in meeting the learning and development requirements. They recognise that more can be done to improve the provision. Monitoring the effectiveness of the educational programme has failed to identify a significant weakness in planning. Although staff plan a varied range of activities and experiences that children enjoy insufficient account is taken in respect of planning to promote each child's individual learning. As a result children only make satisfactory progress towards the early learning goals.

Management have appropriate systems to select, induct and monitor the performance of staff. As a result staff have an effective understanding of the safeguarding and welfare requirements. Clear policies are shared with staff during their induction. Consequently, they are clear about the procedures to follow to safeguard children. However, on the day of the inspection minimum staff to child ratios were not met and this is a breach of a legal requirement.

Management demonstrate a positive attitude to making improvements to the service and maintaining continual improvements. Positive partnerships have been formed with the local early years service to support the setting's action plans for improvement. Systems are in place for parents to provide their views of the service as part of their self-evaluation process.

Staff have consistent relationships with parents and regularly shares information with them about children's routines and activities. Parents with children in the baby room receive both verbal and written daily records of their child's progress. Parents are pleased with the service and the progress their children are making. Relationships with external agencies suitably contribute to meeting children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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

Unique reference number	EY346992
Local authority	Redbridge
Inspection number	882629
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	30

Name of provider	Cambridge Day Nursery Ltd
Date of previous inspection	24/02/2011
Telephone number	0208 598 8059

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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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