

Loxford Children's Centre Nursery

St Lukes Courtyard, Baxter Road, Ilford, IG1 2HN

Inspection date

17/09/2012

Previous inspection date

22/12/2010

The quality and standards of the early years provision

This inspection:

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

- An effective key person system helps children to settle well and feel secure
- Staff understand how children learn and provide a broad range of purposeful activities that enable children to make good progress
- A strong partnership with parents contributes to children's well-being and enhances their learning and development
- Effective systems are in place for monitoring the quality of the provision and the continual assessment and development of staff

It is not yet outstanding because

- Staff do not always give children sufficient time to think about what they want to say or respond to questions

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

- The inspector observed activities in the three main play rooms
- The inspector spoke to the manager of the provision and completed a joint observation with the manager.
- The inspector looked at a sample of children's records and a range of other documentation.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Loxford Children's Centre Nursery was registered in September 2004 and is run by the London borough of Redbridge. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a purpose built single storey building, situated in the area of Ilford within the London borough of Redbridge. There is an enclosed outdoor play area with a separate section for children under two years. The nursery is open each week day from 8.00am to 6.00pm for 51 weeks of the year.

There are currently 59 children on roll aged from three months to three years old. The nursery is in receipt of funding for the provision of free early education to children aged three and four years old. Children attend for a variety of sessions. There are 11 members of staff, all of whom hold appropriate early years professional qualifications. A teacher supports the children who are in receipt of funding for nursery education and comes into the nursery three days a week. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- give children time to think about what they want to say and put their thoughts into words without intervening too soon

Inspection judgements

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

Children are warmly greeted by their key persons and staff on their arrival. Many children eagerly try out a range of activities that practitioners have set out and they also help themselves to resources. This indicates that children are motivated to learn. Practitioners develop good relationships with children and help them to show respect to others and their environment. Consequently, older children understand the need to take turns during activities, help with tidying up and giving out cutlery to their peers at meal times. Practitioners encourage babies and young children's communication and language development through labelling objects, singing rhymes and reading simple stories. Young children are able to make themselves understood through language, gestures and actions. Overall, children's spoken language is developing well and they speak confidently to their friends and adults during general conversations and activities. Most practitioners use good questioning techniques to stimulate children's thoughts and ideas; however some staff do not give children sufficient time to respond and on occasions intervene too soon. A sensory area, natural objects and soft play equipment provides many opportunities for babies and young children to explore using their sense of touch, feel, listening and observation in a safe and stimulating environment. For example, babies and young children are encouraged to use their hands and feet to experiment and make marks with paint on rolls of paper laid out on the floor.

Practitioners have a secure understanding of the learning and development requirements and as a result of this, all children are making good progress and gain skills for the future. Practitioners obtain important information from parents about their children's starting point and use this information to build on what children already know and can do. Practitioners make regular observations and record children's achievements in their profiles. This helps them to plan for each child. Practitioners identify children's interests

and where they need support and ensure that a good range of activities suited to individual children's needs are included in the weekly programme. For example, practitioners provide specific activities that focus on children's favourite colour alongside introducing new colours to increase children's awareness of colour recognition. Children are interested in numbers and counting. The setting provides number labels on wall displays, tricycles and books for children to see. Consequently children use numbers in their talk and some can recite numbers from one to nine and beyond in order.

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

The key person system is effective and ensures that all children, especially those in need of additional support, are forming appropriate bonds and secure emotional attachment with their carers. Key persons have good knowledge about the babies' and young children's individual needs and follow their home care routines. This helps to support babies and young children emotional and physical well-being. For example, a flexible daily routine allows babies and young children to sleep according to their own needs. Key persons take on the role of attending to their key children's care routine, such as bottle feeding and nappy changing.

Practitioners organise the indoor space effectively, allowing for children to move around safely, freely and independently. An arrangement of toys and soft play materials are placed near babies, which encourages them to reach out and crawl to toys that attract their attention. Children help themselves to toys from low level cupboards and activities on table tops. This means that children have good opportunities to make choices about their play and learning.

Practitioners positively reinforce good behaviour through giving lots of praise and encouragement to the children. Also, practitioners effectively manage children's behaviour through simple explanation that is appropriate to the understanding of the child. The practitioners provide children with many resources and activities that help them to become aware of their own and other cultures and develop an understanding of diversity. For example, children look at books and posters that reflect positive images of race, culture and disability. Also, children take part in celebrating festivities such as, Chinese New year, Easter and Diwali.

Practitioners support children to learn how to keep themselves safe through gentle reminders and by ensuring that all children, including those that attend different sessions in the week, have opportunities to practise the emergency evacuation procedures on a regular basis. The setting's good daily routines enable children to learn to follow good hygiene practices. All children benefit immensely from having direct access to the outdoor play area. They enjoy fresh air and play with a good quality range of play equipment that is suitable for their ages and development, which includes, push and pull along toys, tricycles and balls. Children show good coordination when crawling, running, jumping and riding tricycles. Babies and children benefit from a varied range of nutritious meals on a daily basis and fresh drinking water is available to them throughout the session.

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

The manager and practitioners have a good knowledge of child protection issues and demonstrate a secure understanding of their responsibilities in recognising when children are in danger and acting swiftly to safeguard the children. There are clearly defined roles and responsibilities for leading and managing the setting to meet the welfare and safeguarding requirements. The leader has put efficient recruitment procedures in place, which ensures that practitioners are suitable to work with children. The manager and the teacher oversee the educational programme and support the staff to promote children's learning and development through appraisals, regular supervision and training. Risk assessments are conducted regularly. These cover the indoors, outdoors and equipment and practitioners identify and minimise potential hazards effectively. The deployment of practitioners is good and ensures that children are well supervised and kept safe indoors and during outdoor activities.

A number of very positive changes have been implemented to strengthen partnership with parents and consequently this actively promotes children's wellbeing, Learning and development. For example, parents contribute to an initial assessment of their child. This enables the key person to have a good knowledge of the child's individual needs and achievement from the start. Formal and informal systems have been put in place to ensure that a good two-way flow of information about children's learning, developmental needs and progress are exchanged effectively. Also, parents' verbal and written feedback about the service on offer to their child is valued and acted upon and parental involvement in the setting is developing well. The manager demonstrates an understanding of the process for gaining assistance from the inclusion team should they need guidance to support children who have additional needs. Good partnership working takes place between the nursery and schools that children transfer to. Transition arrangements are discussed with school staff and additional support is gained by working with the children centre teachers to help prepare children for the move to school. The leader and manager have successfully tackled the action and recommendations raised at the last inspection. The setting receives ongoing support from the local pedagogy and childcare development team, which helps to improve practitioners' knowledge and practice. Written plans for future staff training and expanding the provision for the outdoor play space to further promote children's learning are in place. The leader and manager have a good understanding of the setting's strength and areas to develop through constantly monitoring and evaluating practice to improve the outcomes for children.

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
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

Unique reference number	EY289042
Local authority	Redbridge

Inspection number	883394
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	59
Name of provider	London Borough of Redbridge
Date of previous inspection	22/12/2010
Telephone number	0208 5141771

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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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