

Abbs Cross Day Nursery 4

Lowen Road, Rainham, Essex, RM13 8QD

Inspection date	09/10/2012
Previous inspection date	06/12/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Practitioners ensure that all children are valued, included and well supported in their care, learning and development.
- Children are motivated to learn because resources are varied, good quality and easily accessible to them.
- Practitioners' purposefully plan challenging activities as well as being lead by children's interests. This enables children to enjoy their learning.
- Children form meaningful relationships with their peers.

It is not yet outstanding because

- Practitioners do not always give children sufficient time to answer questions to enable them to think and independently express their ideas.
- Practitioners' approach to behaviour management is at times inconsistent and on these occasions children do not respond well to requests for positive behaviour.

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 children's activities and staff interaction.
- The inspector scrutinised a sample of documentation.
- The inspector talked to some parents to obtain their views about the provision.
- Discussions took place with the management and staff.
- A short joint observation took place with the nursery deputy.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Abbs Cross Day Nursery Mardyke is one of four privately owned nurseries. It opened in 2007 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from three rooms in a purpose-built building. Children have access to an imaginatively developed outdoor play area. It is situated in Rainham in the London borough of Havering. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year.

There are currently 39 children aged from one to under five years on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The setting currently supports children learning to speak English as an additional language. There are seven members of staff, all of whom hold appropriate early years professional qualifications to at least level 3. There is also a member of staff with qualified teacher status plus a graduate senior management team.

What the setting needs to do to improve further

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

- improve the consistency with which practitioners manage children's behaviour
- 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 demonstrate a keen interest to learn as they eagerly try out a range of activities on arrival in their group rooms. Younger children approach practitioners and activities with increasing confidence. Children's independence is fostered well as they use the bathroom independently, put on their coats to go outside and take responsibility to help at lunch and snack times. Babies are encouraged to develop independence skills at meal times through being provided with appropriate eating tools; finger foods and the removal of the tops of beaker cup so that they learn to drink from a cup. Practitioners ensure children receive individual care and attention because parents provide them with relevant information about their child. This enables key persons to get to know their key children well from when they start. Practitioners regularly observe and record the children's achievements. They use the assessments as a basis for planning future activities and for setting targets for each child. This ensures that children receive support to develop skills ready for the next stage of their learning.

Children are encouraged to listen attentively to practitioners at group activities such as story time sessions and when they follow instructions to play games indoors and outside. Children are also encouraged to listen to one another at circle time when others talk about their experiences or sing songs independently. Overall, practitioners interact well with the children. They ask open-ended questions during activities to check children's understanding and encourage them to express their ideas. However there are times when

children are not given sufficient time to think through their answers as some practitioners intervene too soon with the answers. Practitioners with dual languages support children learning English as an additional language well ensuring that they progress in learning to speak and understand English. A good range of books is available to the children. Also practitioners display books that are relevant to topic of the week or month for children to look at independently and in groups. This helps to reinforce knowledge and understanding. Practitioners set out a good range of developmentally appropriate books for babies and young children. Activity plans indicate that practitioners use props when telling stories to babies and young children. This helps to increase children's concentration and encourage their involvement.

Practitioners encourage children to use their developing mathematical knowledge to solve problems. For example, when the paper eyes dropped off the painting of an owl, young children are encouraged to think about how many eyes the owl should have and what they would need to stick the eyes onto the paper owl. In addition to this, practitioners working with older children use mathematical resources well to enable children to learn to sort, compare and match objects, further supporting children's understanding of mathematical concepts. Practitioners provide lots of opportunities for babies to explore; discover and respond to what they see, hear and touch through a wide selection of natural materials, musical instruments, painting activities and a large lamp that changes colour. In other rooms there are interesting items set out that encourage children to explore and observe textures, shapes and colours of twigs, leaves and acorns with magnifying glasses. This helps children to look closely at natural objects and begin to ask questions about why things happen, gaining understanding of the world. Practitioners plan visits to help children learn about the features of their local community. For example, children are taken out into the vicinity to observe buildings being constructed in close proximity to the nursery. Photographic evidence shows children using wooden blocks to make their own designs of buildings

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

Children separate happily from their parents and settle quickly into the setting. This is because the key persons work effectively with parents to plan settling arrangements that are tailored to the child's individual needs. Babies and children develop a healthy dependence on their key persons who are receptive to their individual needs. This supports children's emotional well-being. Children form firm relationships with their peers and some children as young as two years have identified their special friends within their group room. Overall, children behave well and most respond to requests for good behaviour. However, not all practitioners help children to understand the consequences of their actions and therefore at times some children repeat unacceptable behaviour.

Practitioners help children to become aware of languages other than English. Consequently some older children are able to confidently say hello to adults in seven different languages. This helps children to understand differences within their community. Children have many opportunities to recall various celebrations, such as the Olympics and the Jubilee event through wall displays, photographs and talk. Children enjoy the benefits

of fresh air as they freely access the outdoor area throughout the session. They engage in a good range of physical activities that helps to keep them healthy, such as, using climbing apparatus, wheeled equipment and playing ball games. Children receive good support to help them understand the importance of good personal hygiene. Practitioners escort younger children to the bathroom and attend to their personal care. Older children automatically wash their hands after visiting the toilet and at other routine times Children benefit from a healthy diet. They enjoy nutritious meals brought in by outside caterers. Children become aware of staying safe through discussions, activities and when practising the emergency evacuation with practitioners on a regular basis.

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

Children are effectively safeguarded as relevant child protection; health and safety procedures are understood and implemented by the practitioners. Annual safety checks from external auditors are carried out and regular risk assessments conducted by practitioners indoors and outdoors help to reduce the risk of potential hazards to children. The outdoor play area is well-equipped with small and large physical play equipment and children of different ages and abilities are able to participate in daily physical play. This area is also used throughout the session to provide opportunities for children's learning outdoors. Toys and equipment are plentiful, well used and accessible to all children allowing them freedom to make choices for themselves.

The leader and the rest of the management team are well qualified and use their knowledge and experience in early years practices to support practitioners in their roles. Practitioner's professional development is encouraged through regular meetings, supervision and appraisals. Practitioners are secure in their understanding of their responsibilities to meeting the learning and development requirements. They balance activities well between those that are directed by them and those that are initiated by the children. A flexible daily routine allows for activities to be changed according to the interests and needs of the children. This fully supports children's learning and development. The setting has successfully responded to the recommendations made at the last inspection. The management team and practitioners have a very clear understanding of their strengths and the areas to develop as effective systems are in place to constantly evaluate practice to improve the outcomes for children.

Partnership with parents is good and contributes to children's wellbeing. An affective range of strategies is used to ensure that parents receive a variety of information about their children's general wellbeing, the educational programme and the setting. This includes use of daily diaries for babies and toddlers, a hand book, written policies, menus and information on wall displays about the education programme. In addition, parents receive verbal feedback and written information about their child's progress. Parents are encouraged to share their views and write their comments about the service. Written evidence in the comments book indicates that the setting has acted upon parents' requests and comments. Parents comment favourably on the supportive attitude of the practitioners, the quality of care offered to their child and the progress their child is

making. Practitioners understand the importance of working in partnerships with external agencies to meet the needs of the 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	EY347545
Local authority	Havering
Inspection number	886320
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	39
Name of provider	Anne-Marie Paul
Date of previous inspection	06/12/2010
Telephone number	01708 55 98 04

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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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