

East London Childcare Institute (Mark Street Nursery)

1 Mark Street, Stratford, London, E15 4GY

Inspection date	12/10/2012
Previous inspection date	04/06/2009

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

- The nursery has very good partnerships with parents. Staff seek to engage parents at every opportunity and involve them in their children's learning and development.
- Children are happy, settled and enjoy their time at nursery because their key person knows them well and is able to meet their needs effectively.
- All children, including those with additional needs, make good progress from their starting points and achieve well.
- Focussed self-evaluation takes into account the views of parents, staff and children; and accurately identifies the nursery's strengths and areas for improvement.

It is not yet outstanding because

- Routines to promote independence are not always consistent throughout the day.

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 open plan learning area, the four base rooms, the baby room and the outdoor learning environment.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings with the manager of the nursery.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Shanti Flynn

Full Report

Information about the setting

East London Childcare Institute is one of four nurseries run by Newtec. It opened in 2003 and is situated in Stratford, in the London Borough of Newham. The nursery operates from an open plan area with four base rooms and a separate baby room. All children share access to an enclosed outdoor play area.

The nursery is open each weekday from 8am to 6pm, 50 weeks of the year. The nursery is

registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 78 children on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery employs 17 members of staff. All of the staff hold early years qualifications at level 3.

What the setting needs to do to improve further

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

- ensure that routines to promote independence, for example, at meal times, are consistently embedded throughout the day.

Inspection judgements

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

Staff who understand the importance of learning through play and the learning and development requirements of the Early Years Foundation Stage, support children well. They work closely with parents to find out about children's interests and achievements and plan a wide range of activities and resources to help children make effective progress in all areas of their learning. Children enjoy their time at nursery because staff provide a range of resources and activities to suit their individual stage of development.

Babies and younger children play in a separate room with direct access to their own outdoor area. Resources are stored at a low level so that children can choose what they want to play with. They enjoy sharing books with staff and joining in with songs and familiar rhymes, developing their language and communication skills.

Older children share a large open indoor space with four smaller base rooms. They develop their independence as they access the resources and activities on offer. They enjoy using the bricks to build towers following a visit from a local builder, and staff support their learning by introducing terms such as 'taller' and 'higher' and encourage them to model new vocabulary. They develop their mathematical skills as they compare and sort bears of different colours and practise counting. Children develop their creativity as they play in the role-play area and explore different textures in the messy trays such as sand, water, foam and pasta. They begin to make marks using paints and have access to other resources such as pencils and chalks. Children return to their base rooms at meal times and to rest. Staff also plan more focussed activities in these quiet areas. Children

enjoy working with adults, developing their use of tools as they play with play dough, and explore mixing different colours together. They learn about using technology as they have access to a dedicated computer room.

Older children also have free access to the outside area for most of the day. They practise their balancing skills as they make stepping stones out of large wooden blocks and crates. They particularly enjoy finding creatures in the garden and spend time examining how worms and spiders move and discussing their characteristics. They also learn about the environment around them as they go on walks within the local community. All these skills help prepare children for their next phase of education as they move into school.

Staff observe what children are doing and record their achievements in individual profiles. They actively involve parents in their children's learning by asking them to add observations of the children's interest and achievements at home. Staff effectively use this information to plan activities to support and extend children's learning.

Children with additional needs are particularly well supported in this nursery. Staff work with parents to identify children's strengths and plan specific individual educational plans to help them make good progress. Staff regularly review targets and inform parents of their children's progress. Children learning English as an additional language are also very well supported. Staff ask parents to provide key words in children's home language so that they can communicate with the children, and help them feel settled and meet their individual needs. They also invite parents to come into nursery to read all the children a story in their home language. All children benefit from this as they learn about different languages and cultures.

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

Staff create a warm and welcoming environment for children and their families. Each child is allocated a key person who successfully engages with the child and their family. Staff find out as much as they can about the children and their families in order to meet their individual needs. They display photographs of children and their families and important words in children's home language. This helps children to develop a good sense of belonging. Children are happy and settled because they have strong relationships with their key person. This helps to promote their well-being and develops their confidence and independence.

Babies form good attachments to their key person and respond with smiles and gurgles when they interact with them. They are happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance and cuddles when they need to.

Children's behaviour is good as adults support them to understand the nursery rules. They learn to play co-operatively and take turns, and show genuine care and concern for each other. They enjoy taking on small responsibilities such as helping to tidy away the toys and putting their plates and cutlery away when they have finished their meal.

Staff support children to learn how to keep themselves safe. They invite visitors such as the Police into the setting to talk to the children about staying safe. They also practise the emergency evacuation drill so that staff and children know what to do in the event of a fire or emergency.

Children learn about maintaining healthy lifestyles through regular opportunities for physical activity. They particularly enjoy playing parachute games in the outdoor area. They learn about healthy eating and help themselves from a selection of fresh fruit, milk and water throughout the day. Hot meals are cooked on site daily and staff are careful to meet children's individual dietary requirements. Staff encourage children to become independent in all areas of their development. Babies are supported to feed themselves and older children serve their own lunch and pour their own drinks. However, these routines are not consistent at breakfast time. As a result, there are occasionally missed opportunities for children to learn skills that they will need when they move to school.

Staff place a high priority on supporting children through transitions. Children spend time with their key person in their new environment as they move through the nursery. This helps them to become familiar with their new surroundings and routines and settle quickly. Older children visit local schools to spend time becoming familiar with a school environment. Staff also share information on children's learning and development to promote effective continuity of care and learning.

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

The manager has a thorough understanding of her role and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have had safeguarding training and know what to do if they have concerns about a child in their care. Robust recruitment and vetting procedures include checking references and any gaps in employment history. All staff have suitability checks as required.

The manager leads a well-qualified and enthusiastic team of staff. She supports them in their practice through regular monitoring, supervisions and appraisals. The manager keeps detailed records to help staff identify strengths in their practice and any areas for improvement. Staff keep up to date with current developments and good practice through regular training opportunities.

The manager and her staff have worked hard to address their actions and recommendations from the last inspection. All staff are involved in the nursery's self-evaluation. They meet regularly to evaluate their own practice and include the views of parents and children. Effective self-evaluation has accurately identified the nursery's strengths and areas for improvement.

The nursery values the importance of working with parents and external agencies. A key strength of this nursery is the very good relationship staff have developed with parents.

They seek to engage parents at every opportunity and involve them in their children's learning and development. They have set up a parents' forum, which meets termly and feeds back to the manager. Recent changes have included developing identity cards for parents to access the nursery and changing a door to help parents who have children in buggies. Parents comment positively on the friendly and approachable staff, and value the support that staff give them to support their children's learning and development at home.

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	EY267457
Local authority	Newham
Inspection number	814599
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	78
Name of provider	Newham Training & Education Centre
Date of previous inspection	04/06/2009
Telephone number	02085195843 ext 3104

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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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