

Abbs Cross Day Nursery

156 Suttons Avenue, Hornchurch, Essex, RM12 4LY

Inspection date	24/10/2012
Previous inspection date	22/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 acknowledge the uniqueness and individual needs of every child and fully support them in making good progress in their learning and development.
- The nursery has effective daily routines that help ensure children's good health is promoted extremely well.
- The nursery successfully encourages parents' involvement in their child's learning and development. This has a very positive impact on the wellbeing of the children.
- The nursery ensures that the environment and activities are open and accessible to all children, both indoors and outside.

It is not yet outstanding because

- Children are given insufficient opportunities to become aware of patterns in their work and in the environment.
- Children's awareness of different languages and scripts is not fully encouraged.

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 interviewed the provider and manager with regards to the concerns raised about the setting
- The inspector interviewed parents to obtain their views about the setting.
- Inspector carried out a joint observation of an activity with the manager
- The inspector examined documentation as part of the inspection

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Abbs Cross Nursery was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries owned by the provider. The nursery operates from two rooms in a two-storey converted house. It is located in Hornchurch in the London Borough of Havering. Children have access to an exciting and adventurous secure outdoor play area. The nursery is open each weekday from 7.30 am to 6.30 pm throughout the year. There are currently 52 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 three and four. It currently supports children with special educational needs and/or disabilities and also children learning to speak English as an additional language. There are 10 members of staff, all of whom hold appropriate early years professional qualifications and a graduate-led 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:

- draw children's attention to patterns they make in creative activities and show pictures that have patterns and talk to children about them
- provide dual language books and read them to all children and raise their awareness of scripts in other languages.

Inspection judgements

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

Children settle very quickly on their arrival. They are eager to use resources, participate in activities and interact with adults and peers. The nursery actively promotes children's independence by storing resources in low-level storage with labels and symbols so that children can access resources easily and safely. Children use their initiative during tidy up time as they find the correct places for toys and equipment. Practitioners regularly observe and monitor children as they play and also during planned activities. They keep detailed assessment records and use the information to help identify children's stage of learning and plan the next steps to support and extend children's learning and development. This helps prepare children for the next stage in their learning. Practitioners plan a wide range of activities that encourages children's curiosity and provides them with opportunities to question how and why things happen. For example, practitioners have created an area in the playground for children to observe insects. Children have access to magnifying glasses and binoculars to help them look closely and explore living things. Children also have regular opportunities to look at how mechanical objects, such as padlocks, work.

Children speak confidently to adults and their peers. They talk openly during circle time sessions about their families, likes and dislikes and themselves. Children learning to speak English as an additional language are well supported. Practitioners learn some words in children's home language so that they can understand some basic requests. They also use picture communication cards to help the children become aware of changes to the daily

routine and to make choices about their play. Children learning to speak English communicate with practitioners using facial expressions and gestures. All children enjoy joining in with action songs and make finger and hand movements to nursery rhymes. Older children know the alphabet well as practitioners provide them with many opportunities to recite the letters of the alphabet and to match letters to relevant objects or pictures. Children have easy access to writing tools indoors and outdoors. They draw and make symbols and marks on paper, both in their exercise books and on the ground outdoors with chalk. Practitioners use visual aids and books to help younger children become aware of numbers. Practical activities help children to solve mathematical problems, such as sharing coins amongst themselves. However, practitioners miss opportunities to draw children's attention to recognising the patterns they create when cutting with child-size straight and jagged edge scissors, creating collage and making prints with paints.

Children demonstrate a very good understanding of space in the outdoor play area, especially when skilfully manoeuvring the wheeled toys to avoid riding into their peers or play equipment. They use a wide range of climbing and balancing equipment outdoors, ranging from small to large pieces of play equipment. This enables children of all ages and abilities to develop climbing and balancing skills. Practitioners give children, particularly the younger children, careful guidance and encouragement in the use of this equipment to increase their confidence and develop their competence. They plan activities that engage babies in physical experiences, both indoors and outdoors. This includes rolling balls on the floor to babies and providing push and pull-along toys to encourage movement.

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

Children receive constant individual attention from their key persons and other practitioners. This helps children to feel very secure and happy in the setting. Key persons organise family group sessions daily to spend time with their key children and provide activities that are adapted according to the needs of the children. For example, they support younger children to become aware of shapes using visual aids and encourage older children to match simple shapes to objects in the room. All children are treated with equal concern as practitioners promote anti-discriminatory practices for all children. The nursery takes positive steps to include children with physical disabilities and those learning to speak English in a full range of activities. The nursery celebrates cultural festivities and provides many resources that positively reflect diversity within the community. However, there are few dual language books and opportunities to help raise children's awareness of different scripts and languages other than English.

Practitioners have a secure understanding of each child's health and medical needs which are fully met. A number of practitioners are trained in administering first aid and there is fully stocked and accessible first aid equipment to care for children in the event they sustain a minor injury. Practitioners have very effective daily routines that help to ensure children's good health and wellbeing are well promoted. For example, they wear disposable gloves when changing nappies, wash their hands before serving food and regular check the bathroom to reduce the risk of health hazards to children. Also, older

children understand that washing hands is an important aspect of personal hygiene. The nursery provides appetising and nutritious meals that meet with children's dietary needs and help ensure they remain healthy. Children learn to keep themselves safe through gentle reminders. The nursery has an understanding of the developing needs of babies and young children and consequently provides good quality furniture and equipment for their safety and comfort. Practitioners use effective behaviour management strategies and children respond well to these.

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

Children's welfare is safeguarded as practitioners have a secure knowledge of child protection procedures. The senior management team clearly communicate and give guidance to practitioners to help them understand and implement updated safeguarding policies and procedures. This helps to promote the welfare of the children. The premises are secure and safe for children. The nursery has effective systems in place to help ensure that visitors are closely monitored when on the premises. There are good recruitment procedures in place that help to ensure that practitioners employed in the setting are suitable, experienced and qualified to look after children. Practitioners are very clear about their roles and responsibilities as they receive ongoing support from the management through regular staff meetings, supervision, appraisals and training opportunities.

The management team and practitioners demonstrate a strong knowledge of the learning and development requirements of the Early Years Foundation Stage and closely monitor the effectiveness of the educational programme. They understand how children develop and learn and provide a wide range of activities suited to the individual needs of the children. Key persons have started to complete summary reviews for children aged between two and three years and are making arrangements to share these with their key children's parents. Practitioners continually carry out ongoing observations on all children and provide learning opportunities that stem from children's interests and needs. This supports children in making good progress in their learning and development.

The management team and staff have completed a detailed written self-evaluation, which they use to continually support them in enhancing the service they provide for the children. The nursery has successfully addressed the recommendation raised at the last inspection, demonstrating a good commitment to improving the quality of care and learning for children. For example, the nursery has put safety measures in place so that children can move freely and independently between indoors and outdoors, which results in children playing an active part in their learning.

The relationship between the practitioners and parents is highly effective, enabling children to receive consistency of care. Parents are warmly welcomed into the nursery and are encouraged to share their knowledge of their child's development and routine care with the key person at the start of the placement. Daily communication and detailed feedback sheets regarding babies' and toddlers' personal routines are shared with parents. This enables parents to gain a full insight about their child's day. Practitioners are

proactive in encouraging parental involvement in their child's learning. This includes providing parents with their child's exercise books so that they can contribute their observations of their child's learning and development at home. Also, parents are invited to take part in activities and daily routines. The nursery has been particularly successful in getting fathers involved in children's learning. For example, fathers come in to read stories to children during circle time sessions. The parents comment that they are very happy with the care and learning their children receive from the nursery. The nursery effectively works in partnership with other agencies to help ensure children with additional needs are well planned for and their needs met. Practitioners understand the importance of preparing children for school and give a lot of emphasis to this, such as supporting children to learn to dress themselves.

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	EY359521
Local authority	Havering
Inspection number	886504
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	52
Name of provider	Anne-Marie Paul
Date of previous inspection	22/09/2011
Telephone number	01708 458022

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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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