

Laindon Neighbourhood Nursery

The James Hornby High School, Leinster Road, Laindon, BASILDON, Essex, SS15 5NX

Inspection date	18/10/2012
Previous inspection date	19/09/2008

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		1
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

- A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in a secure and safe, yet challenging, indoor and outdoor space.
- All staff are highly skilled and sensitive in helping children form secure emotional attachments, and provide a strong base for their developing independence and exploration.
- Positive relationships are established with parents and other professionals. This makes a strong contribution to meeting children's individual needs and enables all children to make good progress in relation to their starting points.
- Thorough self-evaluation takes into account the views of staff, children and their parents and is the result of careful monitoring, analysis and self-challenge.

It is not yet outstanding because

- Staff member's ability to formally assess children's learning is not consistently rigorous. This may occasionally result in learning experiences that are not fully matched to children's needs to ensure that they make the best possible progress.
- The organisation of the literacy area and its resources does not provide children with enough opportunities to ascribe meaning to text and write for various purposes.
- Opportunities for children to access a full range of opportunities to recognise that print carries meaning is not fully established.

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.

Inspection activities

- The inspector took a tour of the premises led by the manager.
- The inspector observed the activities in the children's rooms and the outside learning environment.
- The inspector held meetings with the manager and deputy manager of the provision.
- The inspector held discussions with practitioners.
- The inspector looked at children's learning journals, planning documentation, evidence of the suitability of practitioners working within the setting, the provider's self-evaluation documentation and a range of other documentation.
- The inspector also took account of the views of parents on the day of the inspection.

Inspector

Tina Mason

Full Report

Information about the setting

Laindon Neighbourhood Nursery registered in 2004. It operates from a purpose-built single-storey building with excellent access. It is located in Basildon, Essex. The nursery serves the local area and has strong links with the local schools and the children's centre. The nursery is accessible to all, including wheelchair users and there are two enclosed areas available for outdoor play.

The nursery operates Monday to Friday, 8am to 6pm, 51 weeks of the year. Children attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 101 children on roll aged from six weeks to under five years. The nursery is funded to provide free early education for children aged two-, three- and four-years-old. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

There are 17 members of staff, including the manager and one administrative assistant. Of these, 10 are qualified to the equivalent of a National Vocational Qualification (NVQ) level 3 or above and one holds Early Years Professional Status. The nursery is supported by the local authority and Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- improve the identification of children's next steps in all areas of learning so that it is consistent throughout the nursery in order that children are supported to make the best possible progress towards the early learning goals
- provide a range of opportunities for children to write for different purposes about things that interest them and support children in recognising and writing their own names.

Inspection judgements

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

Children make good progress in their learning and development as staff have a thorough understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Practitioners obtain information about children's starting points in their learning and development from parents, and then make their own assessments from the observations undertaken during activities. Written observations are clear and informative about children's achievements. However, planning meetings to discuss children's next steps are only held every six weeks, this means that the planning for their next steps in learning may not always provide sufficient challenge for all children. Nevertheless, the good balance of child-initiated and adult-led play results in children making good progress overall. The practitioners are skilled at using open-ended questions to extend children's learning and also providing opportunities for children to explore their own interests and curiosity.

The nursery uses the 'Reggio Emilia' approach, which focuses on a child's natural development. It is child-centred and directed, taking the philosophy that learning must make sense to the child in order to be effective and meaningful. A child's point of view is completely respected and the child is encouraged to follow their own educational path. As a result, practitioners actively support children in their learning and development and create a stimulating learning environment so that children participate in purposeful play and exploration. Children are active learners, creative and are developing their critical thinking. They enjoy a good balance of opportunities to play indoors and outside and a good balance of adult-led and child-led activities.

Babies and younger toddlers enjoy exploring a range of interesting resources, such as obstacle courses to crawl over, slide down and balance on. As a result, they become confident in developing their physical skills knowing that their key person is nearby. Practitioners extend young children's interest in their environment by introducing interesting resources, such as treasure baskets with natural and household materials. Children become excited and animated as they make marks in sand. Practitioners talk to children routinely about their play and what they are doing, which effectively enhances their vocabulary and communication skills.

On the whole children are provided with a good selection of activities, where they can take the lead in their own play and choose from a variety of resources. For example, at the construction area children can choose from an assortment of different construction activities to make simple structures, they cooperate and work very well together in building different structures and build a complex train track. They have access to a discovery and science area where children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. The vast selection of natural resources enable children to investigate objects and materials and their properties and question how and why things work. For example, under close supervision of the practitioners, they dismantle a bicycle using adult tools and use the parts to make marks and patterns with paint and hang mobiles that can be found in the garden. In addition, children are able to learn about the natural world and how to care for others, as they look after the nursery's pet budgie, rabbit and large snails. The creative area enables children to use their imagination in creating their own artwork, paintings and models. This area provides children with a range of stimulating open-ended materials, which they can use and combine in their own way to meet their own purposes. Children work well together,

share resources and demonstrate that they can work independently.

The children know and understand the daily routines and cooperate well with each other and the staff. Practitioners' interaction with children is very skilful and helps them to develop their personal and social skills. Children develop their speaking skills through sustained conversations about real or imaginary events, and through interactive singing activities. For example, the use of singing sacks enables children to interact with songs they choose to be sung as a group. Reading and mark making happen both inside and outside and staff read to the children every day. Books are included in displays and are available as extra resources related to differing areas of learning. However, opportunities for children to make marks for a purpose are not as consistently available as others areas of learning and development. For example, only one pot of pencils can be found at the writing table. In addition, posters and signs around the setting enable the children to learn that print carries meaning, however, there are fewer opportunities for children to learn to recognise their own name through differing activities.

Children make good use of the outdoor environment. They have free access to this on a daily basis. Activities provided in the outdoor environment are carefully planned for through the weekly planning, as well as there being lots of low level storage where children can help themselves to toys and resources. Children enjoy using the hoops and ride on toys, they also enjoy dancing along to the party music being played on the CD player. They enjoy experimenting with paints as they mix the colours together and they enjoy playing with the shaving foam, using their fingers to squash, squeeze and feel the texture of the foam. Children are provided with a very good range of activities and resources, which promote their ability to problem-solve and develop numeracy skills. For example, children have opportunities for baking bread and making butter, enabling them to look at measurement and different weights, textures and the science of a liquid turning into a solid form. They complete increasingly complex puzzles with and without adult support.

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

The successful implementation of the key person system and the effective deployment of practitioners ensures that all children form secure emotional attachments. This provides a strong base for children developing independence and exploration and for all children developing skills for future learning. All children, from the youngest, settle really well into the setting and show an extremely strong sense of belonging. For example, children enjoy helping the staff at lunch time, where they take it in turns to plate up their own meals. Practitioners are good role models. They are deployed well, use consistently applied strategies and provide a clear guidance for children about what is acceptable behaviour. They encourage polite interactions; as a result children are courteous and most share with their friends and understand simple behaviour expectations, such as turn taking and not to run indoors. Children have excellent opportunities to learn about their own and other people's cultures and to celebrate the similarities and differences between them within a diverse society. For example, children enjoy learning about Louis Armstrong during Black History Month. They also have lots of positive discussions about their own differences, like their hair colour, colour of their eyes and skin tones.

Excellent quality toys and resources meet the children's needs and enable them to become very confident learners, through hands-on experiences. The manager and staff are clearly committed to developing the setting and provide children with an exciting and stimulating environment. The outside area provides excellent opportunities for children to develop physical skills and explore and develop their knowledge and understanding of the world. Healthy lifestyles are promoted very well through the effective use of both the indoor and outdoor areas. Children have access to the outside on a daily basis, whatever the weather. They enjoy the freedom of being able to choose when they want to play outside in the fresh air and when they want to play inside. Children develop exceptional good self-care skills, as they help to prepare their own snack and are able to pour out their own drinks at snack time. Children make healthy choices from the snacks and meals available. Staff encourage good hygiene practice among the children and ensure they wash their hands after using the toilet and before snack time. Younger children are afforded very good amounts of privacy when having their nappy changed. Children demonstrate an exceptional awareness of safe behaviour as they move around the setting, with gentle reminders from the staff to walk inside and look where they are going.

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

Practitioners give high priority to keeping children safe and secure and access training to ensure their knowledge is up-to-date and they are able to implement appropriate policies and procedures, in the event of any concerns. They help children learn simple rules to keep themselves safe, such as handling and using resources carefully. Senior staff regularly work alongside the rest of the team, meeting with them regularly and monitoring the planning and assessment records to ensure staff are all working towards identified, appropriate targets. The management team know the children well and are able to support practitioners in promoting their progress and development. There is a good awareness of meeting the needs of specific groups of children, such as those with additional needs and effective partnership working with other professionals supports them in achieving this. The good interaction with other providers and schools ensures that all adults work together to support individual children's development and their transition between settings.

Practitioners work hard to engage with parents and carers. They provide them with a wealth of information and encourage them to share what they know about their children's interests and achievements at home. Parents value the relationships they develop with the welcoming, friendly staff team, who are always available for informal discussions. They feel that staff are interested in what they have to say. Annual appraisals and regular supervision meetings are used to identify training needs. Practitioners are enthusiastic about accessing a wide range of training and also relish the opportunities they have to develop particular responsibilities within the nursery, such as assisting with monitoring equality within the children's rooms. Practitioners and management share an ambition to continuously improve their practice. They regularly reflect on their practice and identify areas for improvement, such as to continue to offer regular training to staff to ensure they are up to date with changes in practice and legislation. They also aim to continue working

alongside families, so they have an input into changes for improvement and can share any ideas. Staff have accessed training to support them in responding to recent changes to the Statutory Framework for the Early Years Foundation Stage.

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	EY284577
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Local authority	Essex
Inspection number	885138
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	101
Name of provider	Pre-School Learning Alliance
Date of previous inspection	19/09/2008
Telephone number	01268 411844

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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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