

Hainault Children's Centre Nursery

The Learning Centre, 114 Huntsman Road, Ilford, Essex, IG6 3SY

Inspection date	15/11/2012
Previous inspection date	09/01/2006

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

- Effective partnerships are built with parents and others to promote children's learning and development.
- Children have developed good attachments with staff who promote their physical, social and emotional health and well-being.
- Children take part in regular outdoor play to support their well-being and physical skills.
- The setting provides a warm and welcoming environment allowing children to have a strong sense of belonging.
- Effective systems are in place for monitoring the teaching and learning to promote good outcomes for children.

It is not yet outstanding because

- Children are not consistently encouraged children to serve their own foods to promote their independence.
- Staff do not consistently promote health awareness by talking to children about all aspects of hygiene.

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 observed staff and children during their play.
- The inspector spoke to staff.
- The inspector sampled documents including children's developmental records, policies and procedures.
- The inspector interviewed the manager and had ongoing discussions with management regarding practice throughout the inspection. This included the completion of a joint observation of the lunch time routine with the manager.
- The inspector observed the resources and equipment on offer and how they are organised to support children's play and learning.

Inspector

S Campbell

Full Report

Information about the setting

Hainault Children's Centre Nursery was registered in 2004 and is managed by Redbridge Local Authority. The nursery is located in Hainault in the London Borough of Redbridge. The nursery forms part of the Hainault Children's Centre and operates from three rooms. All children share access to secure enclosed outdoor play areas.

The nursery is open each weekday from 8am to 6pm Monday to Friday for 51 weeks of the year. There are currently 60 children on roll from eight months to under five years in the early years age group. The children attend a variety of sessions. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/ or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register.

The nursery employs thirteen members of staff, all staff hold appropriate early years qualifications at level 2, 3, 4 and 5. One member of staff is currently working towards a higher childcare qualification. The nursery receives support from an advisory teacher and local authority.

What the setting needs to do to improve further

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

- promote children's health awareness further by talking to them about hygiene practices that can contribute to good health
- help to develop children's independence further at mealtimes by allowing them to serve their own food

Inspection judgements

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

All children are happy and settled in their environment. Staff gather detailed information about children's starting points enabling them to effectively build on what children already know, for example using an 'all about me' information record completed by parents. Children make good progress in their learning and development because staff have good understanding of child development. Subsequently, they are set realistic targets in moving children on in their next stage of development. Staff carry out a range of systematic observations enabling them to effectively track children's learning. Planning clearly reflects children's individual needs and interests, and as a result children take part in a wide range of stimulating and fun activities. Staff regularly share children's developmental records with parents and they are encouraged to add their comments. In addition children's next steps are recorded and placed in their 'pigeon hole' to enable parents to gain up to date information of children's progress.

Children are beginning to show kindness and consideration towards others as they pour drinks for their friends and babies stroke their friends' faces. Younger children happily babble throughout the day and are beginning to recite songs from memory, for example popular nursery rhymes. While taking part in circle time sessions staff ask older children good open-ended questions about what they have done during the day. This helps children to engage in meaningful speaking and listening activities. Children make early marks as they trail their fingers through the 'fairy dust'. Older children are encouraged to identify letters of the alphabet by having 'a letter of the week'. The chosen letters are linked to children's interests and familiar rhymes to further promote children's learning.

Older children are developing a good understanding of living things and the environment. They are able to observe worms in the builders' tray and compost. The children display excitement when showing adults the worms they have collected and their 'bug hotel'. They enjoy informing adults, with the support of staff, about the bugs that live in the hotel, for example spiders, centipedes, woodlice and worms. Older children grow sunflowers and staff effectively use this as an opportunity to promote children's early mathematical skills by measuring and comparing their sunflowers. Through practical situations children are encouraged to identify and recite numbers in sequence, for example, when taking part in number songs and counting how many crockery items and cutlery is needed for their friends at mealtimes. Younger children gain an understanding of using programmable toys to support their learning. They enjoy playing with a battery operated camera and radio. Children's imaginative and creative skills are promoted through a wide range of role play and craft activities. Children benefit from making creations when taking part in junk modelling and take pleasure in showing adults a card they have made for their mummy.

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

Children have developed strong relationships with staff. Staff know children well and ensure no child is disadvantaged while in their care. The nursery offers a gradual settling in process, which takes into account children's individual needs and promotes secure attachments. Staff complete settling in observations and a 'meet and greet' meeting is held with parents to share information about children's progress. Children's transitions are effectively supported from room to room within the setting and when starting school. Staff visit children's schools and to further aid children's transitions children take part in well planned and purposeful activities to gain an understanding of the school environment, such as, dressing-up in school uniforms and reading stories about going to school.

Children are well behaved. Staff consistently praise children for their efforts and achievements enabling children to feel good about themselves. Younger children willingly tidy up and when staff compliment children by saying "I like your welli boots", children respond with a smile. This allows children to have a good sense of pride. Children play in a clean environment where they learn to follow some good hygiene practices, which help to promote their good health. However, staff do not consistently talk to children about the importance of hand washing and why they should put their hand over their mouth when coughing. Fresh drinking water is available at all times and children confidently help

themselves. This encourages children to think about their own personal needs. Children benefit from nutritious meals that are cooked on the premises. Staff gather detailed information about children's individual dietary requirements to ensure they receive the correct foods. Although children are confident learners and becoming independent in many ways opportunities to further promote this are not embraced at meal times. Children are not consistently encouraged to serve all their own foods.

Children take part in daily outdoor play to support their physical skills and well-being. Babies are beginning to move with increasing control and confidence as they play unaided on the rocker, using ride on toys and the climbing frame. Babies are able to take safe risks when using large equipment because they are well supervised by staff. Children benefit from regular trips within the local community, which further promotes their good health and understanding of the world; for example, visiting the local pet shop, parks and caf. All outdoor play areas are well resourced and provide ample opportunities for children to explore and be active. This effectively contributes to children's well-being. Children's well-being is further promoted because they learn to take responsibility for keeping themselves safe as they practise regular fire evacuation procedures.

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

Staff have a good understanding of child protection issues and implement procedures to effectively promote children's welfare. Required documentation, policies and procedures are appropriately used and readily available for inspection, which further promotes children's welfare. Staff have a good understanding of Early Years Foundation Stage and effectively support children's learning and development. Staff work well as a team and children benefit from being cared for by suitably qualified and vetted staff. Children are cared for in a safe and secure environment. Staff complete daily risk assessments and there are good safety measures in place. Staff have designated roles and responsibilities which effectively contribute to children's care and learning. For example, there is a special educational needs coordinator and individuals responsible for monitoring children's physical development and development in communication, language and literacy. There are effective procedures in place to monitor the quality of teaching and learning through ongoing observations by management. In addition there are effective systems in place to support staff through appraisals, one-to-one meetings and training. This promotes good outcomes for children.

Management and staff have effectively used processes for self-evaluation alongside the nursery improvement plan and involvement in a quality assurance scheme 'QuILT' (quality improvement in learning and teaching) to reflect on their practice and to further develop their service. Subsequently, the nursery has developed the back garden and children's developmental records. Staff are further committed to developing the care and service provided because they are working towards expanding upon existing areas within the rooms, for example, the provision for heuristic play, role play, responding and listening. Both children's and parent's views are welcomed through parental questionnaires and 'children's voices'. Effective partnerships are built with parents and others to promote

children's learning and development. Parents are kept well informed of children's learning and play through a range of mediums, such as displays, review meetings, newsletters and daily feedback sheets. Children who have additional needs are supported well because staff are committed to working in partnership with parents and external agencies. Individual care plans are implemented and reviewed regularly in partnership with parents and others involved in children's care. This further promotes effective partnership working and supports children's care, learning and development.

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	EY287285
Local authority	Redbridge
Inspection number	886535
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80
Number of children on roll	60
Name of provider	Redbridge Childrens Trust
Date of previous inspection	09/01/2006
Telephone number	02087089376

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

