

Chadwell Heath Nursery

Resurrection Life Centre, Rear of 31-33 High Road, ROMFORD, RM6 6QJ

Inspection date	03/12/2012
Previous inspection date	08/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children have daily access to a well resourced play area outside. They enjoy the varied activities and play resources which help them to develop in all areas of their learning.
- The music teacher who attends the nursery during the week helps children learn and enjoy many types of music.
- Children sing a lot during the day, this helps build a fun, warm happy environment.
- Children have easy access to a good range of programmable play resources that helps them to gain skills for the future of using information and communication technology.

It is not yet outstanding because

- There is not a key person buddy system in place to support babies when their own key person is absent.

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 play and staff interaction, indoors and outside
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Caroline Preston

Full Report

Information about the setting

The Chadwell Heath Nursery (formally the RLC Community Resource Centre) was registered in 2009. It operates from accommodation within the Resurrection Life Centre, Rear of 31-33 High Road, Romford, in the London Borough of Barking and Dagenham. The nursery is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. A maximum of 80 children aged under 8 years are accepted at any one time. Currently there are 108 children in the early years age group on roll attending either part-time or a full-time. The nursery operates from 7.30am to 6.30 pm Monday to Friday 50 weeks a year the after school club operates from 3pm to 6.30pm Monday to Friday during the school term, and the holiday play scheme operates from 8am to 6.30pm Monday to Friday during school holidays.. There are 39 staff, most of all hold

an early years qualification, with many working on furthering their qualifications. Three staff hold Early Years Professional status and there are four apprentices.

What the setting needs to do to improve further

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

- make sure the key person is paired with a buddy who knows the baby and family as well, and can step in when necessary.

Inspection judgements

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

Staff support children in their learning and development, they provide them with a good range of interesting and challenging learning experiences. Young babies seek to gain attention in a variety of ways, drawing others into social interaction. They spread the wet play dough on their hands happily showing other children what they have. They smile and laugh at others' reactions and touch staff, feeling the texture of the wet play dough. Babies move their whole bodies to sounds they enjoy, as they listen to the qualified music teacher who visits the nursery throughout the week. They are engrossed by the live music and use of different instruments, they make sounds to the music, moving and swaying. Staff sit and sing with the children, fully embracing the music and fun the children are having.

Babies sit unsupported on the floor, they lean forward to pick up small toys and pass toys from one hand to the other. Young babies are seen to be developing within their expected levels of development for their age group. Older children show awareness of rhyme as they sit down outside and sing many songs, moving to the beat of the music. They touch and handle the instruments and are relaxed sitting on soft cushions in the fresh air.

Children use numbers confidently as they sing number songs and count during snack time, competently reciting numbers to 10. Children fix puzzles together and construct with construction bricks. This means children have many good opportunities to develop their mathematical awareness of size, shape and problem-solving. Children show good skills in using programmable equipment. They freely use the computers in their rooms and know that information can be retrieved from them.

Staff have high expectations for children's learning and development. They plan activities to challenge children's thinking and to further develop their skills. Observations and

assessments show what stage children are at and what plans are in place for them to progress and achieve more. On-entry assessments help staff to support children who have additional needs and those who speak English as an additional language. This is because from the start staff understand what children already know and with parents' contributions can plan for the next steps in children's individual learning. Staff use picture cards and the well resourced sensory room to support children with communication difficulties.

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

Children form secure attachments with staff which promotes their well-being and independence. All children are greeted by management as they arrive and further greeted by staff in their playrooms enthusiastically. Staff are good role models; they are deployed well in each room, so they can support children. Staff are friendly and lively which builds a fun learning environment and children can see they show respect for each other. The key person system works well in supporting children to settle and feel secure, especially young babies. However there is not a buddy system in place so that other nominated staff can support babies fully when their own key person is absent.

Children learn about people's differences and to value diversity. Inclusive practice is actively fostered. Children play with resources that reflect different skin colours and disabilities. They eat a variety of foods from around the world and celebrate a range of cultural festivals. Large television screens around the nursery show pictures of different children from different backgrounds, further supporting children's understanding of others in a positive manner. Children learn about safety as they explore the large garden enthusiastically climbing, running and jumping. Children thrive outdoors showing confidence and self-motivation. They behave well taking turns using resources and waiting to talk in groups. Children attend to their own personal needs if they are able and are supported as necessary. They learn about hygiene such as hand washing before meals and after using the toilet. All of which helps them prepare for school and develop their own independence.

Children enjoy the varied selection of menus which are healthy and nutritious. They show increasing awareness of the benefits of healthy lifestyles. They talk about how milk helps their bones and teeth grow and they recognise the importance of exercise as they play outside in the fresh air. All of which helps their physical and emotional well-being.

The nursery is large and well resourced. Children access toys that are safe and interesting in the playrooms. They also enjoy the outside area which is fun and inviting and they relish opportunities to play outdoors. They play under the shelter in the garden in wet weather which is equipped with sand, water, straw, puzzles and many more toys. All of which means children can still enjoy outside play and learn no matter what the weather conditions are.

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

Good leadership and management mean that the provider understands his responsibilities in delivering the educational programme. He monitors staff and how each child is progressing by observing practice in the rooms, meeting with senior staff in each room and holding staff meetings each month. Good systems have been developed to record each child's expected level of development and what needs to be achieved to move on to the next stage. Computers are placed in each room, so that staff can access this information easily as they care for the children and share information about children's progress with parents. Children with identified needs are well supported and positive steps are taken to narrow any gaps in children's achievement.

The provider's strong knowledge of safeguarding and welfare requirements means that children are kept safe. Risk assessments are thorough and help staff to assess all areas of the nursery and remove any potential dangers to children. Staff show a good understanding of safeguarding procedures, to enable them to identify and report any concerns about children's well-being.

All policies, including fire safety procedures and health and safety procedures, are shared with parents and staff implement these effectively in practice. All required records for the safe running of the nursery are well-maintained, including insurance, attendance records and accident and medication records.

Staff are monitored by management to offer support and guidance and further training, which benefits children's care and education. Self-evaluation is strong and is used to improve the nursery, for example, the outside area has been developed to offer children more learning experiences outside. Partnerships with parents and external agencies are strong. Parents are fully involved with their children's learning, sharing what they know to help contribute to their children's development. Staff work successfully with outside professionals, such as, speech therapists to help ensure children's individual care and learning needs are met.

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	EY390650
Local authority	Barking & Dagenham
Inspection number	894425
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80

Number of children on roll	102
Name of provider	RLC Community Resource Centre
Date of previous inspection	08/12/2010
Telephone number	02085 977 111

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

