

Smarty Pants @ Abbey Lane Children's Centre

Abbey Lane Children's Centre, Abbey Lane, Stratford, E15 2RY

Inspection date	14/01/2013
Previous inspection date	11/05/2010

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

- The nursery has a rigorous system of observational assessment, which helps staff to plan effectively to meet children's learning needs.
- Staff make excellent use of a sounds and letters scheme to support children in the development of communication and language skills.
- Children demonstrate a strong sense of belonging and form close relationships with others. They feel valued as individuals.
- The nursery strives to establish good relationships with parents and continually looks for ways to develop this working partnership.

It is not yet outstanding because

- Staff do not always offer a fully balanced educational programme and this results in children sometimes having fewer opportunities to develop skills in areas such as physical development and expressive arts and design.

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 the children during indoor and outdoor play sessions.
- The inspector talked with members of staff.
- The inspector sampled the nursery's documentation.
- The inspector interviewed the nursery manager and the two providers.

Inspector

Jill Nugent

Full Report

Information about the setting

Smarty Pants @ Abbey Lane Children's Centre registered in 2008. It is one of three nurseries owned by the same provider company. It operates from two rooms of the children's centre, which is based in Stratford in the London Borough of Newham. Children have access to two secure outdoor play areas. The nursery is open every week day from 8am to 6pm, all year round. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 58 children on roll, all of whom are in the early years age group. The

nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language. There are 10 members of staff, all of whom are suitably qualified. One of the provider company, and one member of staff hold Early Years Professional Status.

What the setting needs to do to improve further

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

- look at ways to provide time and space every day for children to enjoy energetic play and practise moving in different ways
- review the accessibility of creative tools and materials so that children can express their ideas spontaneously using different media.

Inspection judgements

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

Children are all well supported by staff during free play sessions. Staff offer a wide variety of choice. They set out resources in an attractive way, which encourages children to explore. Staff are sensitive in their approach and join in children's play, either with individuals or groups according to their needs. Children benefit from staff staying with them while they explore and investigate. In this way staff maintain children's interest and initiate useful discussion. A calm and busy atmosphere prevails across the nursery. Children learn to talk about what they are doing and discover new things as they work alongside an adult. Staff ask questions which help older children to think and ultimately to solve problems, for example, when using modelling dough or construction blocks. Very young children are encouraged to use their senses as they explore colourful shapes and sound-making toys. This helps them to become more aware of the world around and to make connections within their environment.

Staff make very good use of the system of observational assessment to assess children's progress and to determine their next steps of learning. The assessment files include numerous annotated photographs, which provide a visual record of children's development over time. Parents particularly like to view these pictorial records. They also receive regular summary reports, which encourage them to work with staff to extend their children's learning at home. Staff plan appropriate targets for children and use these to organise focus activities each week which move children on in their learning. A particular strength of their teaching is the use of 'circle times' to develop children's skills in

communication, language and literacy. Children are introduced to different sounds and letters through a scheme that involves them in enjoyable hands-on learning activities. They also enjoy sharing books or joining in action songs and number rhymes which help them to build on this learning. All these provide an excellent basis for further literacy learning at school.

Staff help children to develop an awareness of number, size and shape. For example, children count when they match pictures and use words such as big and small when cutting paper for a collage picture. They have good opportunities to develop an understanding of the world by exploring different objects and materials, for example, magnets, snow and mud. They learn about diversity and community in a wider world and celebrate special festivals. They have fun as they use computer programmes, which support their learning. Children enjoy being able to explore creatively using arts and crafts materials, although there is not always a wide variety of easily accessible tools and materials to encourage them to express their own ideas in their own time. Children like to join in physical activities, for example, playing with balls and hoops. They are able to use large equipment in the garden area and this helps them to improve their control and coordination. However, staff do not always provide sufficient time and space, every day, for children to move in different ways, either indoors or outdoors. These limited opportunities sometimes lead to children becoming a little less purposeful and a little more boisterous in their play.

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

Staff are effective in promoting the well-being of all children through a flexible and inclusive approach. Very young children settle quickly because staff focus on their particular needs and concentrate on forming close attachments right from the start. If necessary, they offer individual support for as long as the child needs it. This contributes to a relaxed environment in which children feel secure and at ease. Children often become absorbed in individual play, for example, selecting different toy vehicles from a drawer to push around. They are able to explore without distraction and consequently learn to persist and concentrate at chosen tasks.

Children show much interest in the resources on offer and are generally keen to join in play. They often spend long periods of time exploring, for example, when involved in water play or making collages. Children are well behaved and show respect for others. They are made aware of their boundaries and adhere to these. Staff remind them to be polite and to share fairly when playing in a group. At circle times, children are attentive and, if not wishing to participate in a particular activity, know to sit quietly and watch. Children have increasing levels of self-confidence and talk readily with staff. They are encouraged to take the lead in activities so that staff can build on their interests and encourage initiative taking.

Children have a strong sense of security. Staff ensure that this is developed throughout the nursery by building close relationships with children and parents. They communicate at a child's level and are always on hand to help and support. Children learn to keep

themselves safe in different situations. Children gain an awareness of healthy lifestyles through the provision of healthy and nutritious meals. Mealtimes are well organised and all children eat well. Staff keep to a daily routine which offers a balance of free play, adult-led activities and rest times. They are attentive to good hygiene, for example, when changing nappies. They offer regular opportunities for children to benefit from the fresh air as they play in the small covered areas outdoors.

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

The two providers are actively involved in the setting and work very closely with their nursery manager. This results in a clearly defined framework for staff's practice and effective systems for monitoring the provision for children. There are good procedures in place to promote the safeguarding of all children in the setting. The management team ensure that all staff are suitable to work with children. The providers carry out detailed risk assessments of the premises and these provide a basis for a system of daily safety checks. In this way staff ensure that the indoor and outdoor play environments remain safe for children at all times. Staff have a good understanding of child protection procedures and know what to do if they have any concerns. All documentation relating to children's health and safety is well maintained.

The manager maintains a high adult child ratio and this contributes to children's needs being met effectively. Staff are well deployed across the rooms. They make good use of their time in moving around to support children and take care to stay with activities sufficiently long for children to benefit from their interaction. They use the available space well to create a stimulating environment, which encourages children to make independent choices. The management team monitor members of staff in their use of observational assessment in order to check coverage of the learning areas and children's individual progress. This results in staff maintaining attention to detail, for example, in their meticulous notes regarding children's settling in and early achievements.

Parents receive clear and up-to-date information about the nursery and the educational programme. They are encouraged to discuss their children's development when starting at nursery, particularly within the three prime areas of learning. This helps staff to work out a starting point from which to work with their children. Staff actively encourage parents to view the assessment files by making them easily accessible. Staff and parents exchange information about children's progress so that they can work together on future targets. Parents are asked to complete questionnaires in order to gauge their satisfaction with the nursery provision. These show that parents are very satisfied with the care and learning their children receive. The manager quickly responds to any queries about the provision, such as requests for more information about the weekly menus. The nursery has an effective working partnership with professionals in the children's centre. They are able to seek advice and support for individual children, when necessary, in order to meet their individual needs.

The nursery maintains a good capacity for continual improvement. The providers seek the

views of staff and collate these to produce a more formal record of self-evaluation. They are proactive in building staff morale through meetings and training events. All obligatory training for staff is monitored and updated as necessary. Additional training is organised and led by the providers, with extra support from the local authority. This results in a knowledgeable staff team who are committed to their work with children. Since the previous inspection there have been various notable improvements in the provision, for example, a better resourced play environment and more effective paperwork systems. The management team continually work towards further improvement and have appropriate plans in place for the development of the setting, for example, exploring more ways to involve parents in their children's learning and development.

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	EY382324
Local authority	Newham
Inspection number	900696
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	58
Name of provider	Jase Limited
Date of previous inspection	11/05/2010
Telephone number	07958296719

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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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