

John Perry Day Nursery

John Perry Children's Centre, Auriel Avenue, Dagenham, Essex, RM10 8BS

Inspection date	01/02/2013
Previous inspection date	28/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 staff know children well. They plan challenging activities for the children that extend their learning and development in all areas.
- The nursery is bright and welcoming. Children enjoy a good range of activities and the outside area is particularly well equipped.
- Self evaluation is good. The management team work together to identify strengths and weaknesses of the provision. They plan effectively to address any weaknesses.
- Children with special educational needs and/or disabilities and children learning English as an additional language are supported well.

It is not yet outstanding because

- Older children are not consistently supported to write their own names

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 activities in all three rooms and the outside area.
- The inspector held meetings with the manager and the deputy manager and spoke to staff all rooms.
- The inspector took account of the views of parents
- The inspector sampled documentation such as attendance records, policies and accident records.
- The inspector examined children's progress records and planning documentation.

Inspector

Lesley Hodges

Full Report

Information about the setting

The London Borough of Barking and Dagenham Nursery - John Perry Nursery opened in January 2005 and operates from a purpose built building located in the grounds of John Perry Primary School in a residential area of Dagenham, in the London Borough of Barking and Dagenham, close to transport links. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The

nursery is open each weekday from 8am to 6pm and only closes on public holidays. Children attend for a variety of sessions and have access to large secure enclosed outdoor play areas. There are currently 110 children on roll in the early years age range. The nursery receives funding for the provision of early education for three and four-year-old children. The nursery supports children with special educational needs and children who speak English as an additional language. The nursery employs 15 staff including the manager and deputy. All of the staff, including the managers hold appropriate early years qualifications. Two members of staff have Early Years Professional Status, three have a level four qualification and one member of staff is working towards a level five. All other staff have a level three qualification.

What the setting needs to do to improve further

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

- support older children in writing their own names by encouraging them to label their own work.

Inspection judgements

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

Children take part in a varied range of activities in this bright, welcoming nursery. Staff use the space well to provide a good selection of table top and floor activities to engage children and cater for the different ways children learn through play. Staff successfully monitor children's progress through careful observations. They plan build on children's prior learning through repeating and adapting activities.

Children develop their physical skills using a range of good quality equipment. Older children skilfully hammer pegs into a board when making pictures with different coloured shapes. Younger children join large, colourful chain link pieces together to make a long string. The outside area is particularly well equipped for developing physical skills. Children enjoy riding on bikes and scooters and younger children squeal with delight as they bounce on large toys with support from members of staff.

Children also benefit from a variety of learning experiences in the outside area. For example, they choose books, small world toys, writing materials and construction toys. This means that those children who learn best when outside have good opportunities to develop their skills.

Children enjoy mixing paints to create different colours. All children have opportunities to draw and make marks with a range of materials and equipment, however, older children miss out on routine opportunities to practice writing their own names. For example, they are not encouraged to write their names on their own work.

Children with special educational needs and/or disabilities are supported well. The management team and staff use their observations to highlight areas where children may need additional support to make progress in their learning. The managers are organised and efficient when liaising with parents and other professionals.

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

Each child has a key member of staff who helps them to settle in and is responsible for monitoring their progress. Children develop close bonds with these special members of staff and choose to sit with them when they are settling in or want a cuddle. Staff recognise younger children's needs from their behaviour and early communication methods, for example, they recognise when children are tired or hungry. Staff work hard to meet these individual needs. As a result, children feel secure in the nursery and are relaxed when playing and exploring.

Behaviour is good. Children know the routines well and join in with tidy up time, story time and regular routines to wash their hands before and after they eat. Staff encourage children to be independent when washing their hands as they access soap and paper towels themselves. Staff are always on hand to help children if they need it. They wipe up spills in the toilet area and after meals and snacks to keep the areas safe for children. Staff use sterilising equipment for babies which minimises risk of infection.

Children are excited when getting ready to go outside to play. They excitedly run to get their coats and hats, laughing as they do. Staff recognise that young children are learning about rules and boundaries and support them in this by repeating the instructions they give. Staff further support children when learning routines by using pictures so that the children can always see what part of the routine is next. Children play well together. They happily sing spontaneously in a group as they walk along a balancing beam. Children learn how to stay safe as staff explain that they need to take care on equipment as the rain has made it slippery. Children learn about healthy eating as they enjoy a good range of healthy foods including fruit and vegetables. All children learn to feed themselves according to their ages and levels of development.

The managers prepare children well for their move to school or nursery. They arrange sessions for children so that they can meet their new teachers and become familiar with their new environment. When this isn't possible, staff take photographs of new school premises and help children make books so that they can recognise the areas when they start. Older children learn letter sounds. They bring packed lunches to nursery so that they are used to this routine. All these arrangements mean that children are prepared for change as they start school.

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

All staff understand their role in safeguarding children. Policies are robust and up to date. Staff implement good routines to minimise hazards to children, regularly checking that all areas are safe for children to use. These checks are carried out before children arrive and at various times during the day.

The managers are both involved in the day-to-day running of the nursery. At various times during each day they are included in ratios and therefore have regular contact with children and families. This means that they are well placed to review the general organisation of the nursery and recognise the strengths and weaknesses of the provision. The managers generally take action to address any areas for improvement, setting realistic targets which they monitor. They work well together as a team, and with the support advisor from the local authority and other outside agencies. These actions mean that self evaluation promotes positive outcomes for children and the nursery has a good capacity for ongoing improvement.

Managers support staff in their professional development. The managers hold regular meetings with staff and they observe practice as they work with children so that they can identify areas where development might be needed. For example, managers observe how staff interact with children and they use the skills they have learned on 'Every Child a Talker' training to support staff so that they can maximise communication opportunities for children.

Staff and managers have established relaxed relationships with parents. Parents comment that they receive detailed information about their children from the nursery and they are comfortable when approaching staff about any concerns they have. Parents can contribute to planning for their children by adding comments to planning sheets. This means that children can enjoy continuity in their learning experiences. The nursery develops good partnerships with other agencies involved in children's care and learning. Children benefit from the consistency this provides.

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	EY300229
Local authority	Barking & Dagenham
Inspection number	902439

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	110
Name of provider	London Borough of Barking & Dagenham
Date of previous inspection	28/01/2011
Telephone number	0208 724 1560

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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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