

New Beginnings Day Nursery

The White House, 50 Main Road, Romford, Essex, RM1 3DB

Inspection date

Previous inspection date

13/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
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	1

The quality and standards of the early years provision

This provision is outstanding

- Children make outstanding progress in all areas as staff use assessments very well to make sure that they plan thoroughly for children's individual learning needs.
- Staff have established very effective partnerships with parents and they are fully involved in their child's progress and achievements.
- The nursery takes great steps to involve children's families and include their individual backgrounds in the setting.
- The nursery is very well run, to the benefit of all children, because the provider and staff have a full and outstanding commitment to meeting the needs of all the children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part 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 and manager undertook a joint observation of a teaching activity.
- The inspector talked with some staff from each room, parents and held discussions with the manager.
- 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

New Beginnings nursery opened in 2012. It is one of three settings. It operates from a purpose built building in Romford in the London Borough of Havering, close to shops, parks and public transport links. The nursery is open Monday to Friday from 8am to 6pm all year round. There are currently 76 children on roll in the early year's age group. The nursery supports a number of children with English as an additional language and who have special educational needs and/or disabilities. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There is a secure outside play area. There are fourteen members of staff, all of whom are qualified to level 3 in Childcare. The nursery supports funded two-year-olds and three-and-four year olds.

What the setting needs to do to improve further

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

- further enhance menus offered to children, to include foods from different cultures and backgrounds.

Inspection judgements

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

The environment is exceptionally welcoming and vibrant promoting children's enjoyment and learning. Staff consistently provide outstanding teaching which leads to children moving rapidly and successfully along the early learning goals. Staff plan carefully for each child's needs, this is achieved through close and detailed monitoring of how children learn best. This means that children are offered exciting activities and resources that inspire them to learn and develop and want to have fun. The inclusiveness of the setting means that all children are welcomed. Any specific needs they have are highly valued and staff give excellent support to help each child achieve.

Staff use robust systems to develop a comprehensive knowledge of each child and their family. All children are highly motivated, very eager to join in and consistently demonstrate that they are effective learners. All children's records are fully accessible to parents at any time from a plastic box in each playroom. This means that parents are fully informed of their child's development and future next steps. Parents are fully involved as they complete WOW sheets, which are about an achievement their child has made; these are displayed in the child's playroom. All children benefit from this shared approach to learning.

Specialist provision provides outstanding opportunities for children with special educational needs and/or disabilities, for example the amazing, inspirational sensory room. This has exceptional resources, sounds and colours to stimulate children to explore their senses and make rapid progress. The backgrounds, cultures, and languages of the children are taken fully into account in planning so that children can reach their full potential.

The outdoor area is used fully as an extension of the indoor playrooms. There is a very wide range of inspirational activities and resources such as the digging and growing area and role play area. These promote many different aspects of children's learning. These also encourage children to learn and take responsibility for the environment. Regular visits to the local community reinforce learning about the world around them, including trips to the local library, children's centre and parks.

All children build special relationships with staff that support them to settle in very effectively. Children play alongside each other forming friendships and feel safe and secure. Children demonstrate friendly behaviour and initiate conversations, enjoying role-play activities as they express their imaginations.

Children move their whole bodies to sounds they enjoy such as music and have are keen to explore. Children listen intently to noises staff make as they read stories to them. This helps to develop their communication and language skills. Children follow instructions from staff and listen to each other in small group's and one to one situations. They are able to concentrate very well in relation to their ages. Children sit unsupported on the floor as they reach forward to handle toys; they walk around furniture holding on as they develop swift confidence in their walking skills. Children run safely and move freely in the garden with pleasure and confidence playing with the great range of resources available to them. They make rapid progress in their physical development.

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

The very strong key person system is fundamental in children's successful settling into the nursery. All children trust and feel secure with staff. Each child's key person takes responsibility for following their assigned babies' care routines. Children behave exceptionally well and staff support children with behavioural difficulties very well. These children show great improvement from when they started with the setting. Staff share and agree all strategies with parents who receive updates and feedback everyday. Children thrive as a result of this strong continuity of care.

Children's growing understanding of safety is reinforced as they individually carry out outdoor risk assessments with staff. Staff give them clear guidance and knowledge of possible dangers so that children can manage their own safety. Children are involved in role play activities outside based on road safety and have visits from road safety officers. Children learn to embrace other cultures and backgrounds; they celebrate many festivals that represent children at the nursery. They are fully accepting and respectful of other

cultures.

Parents have many opportunities to be involved in the setting and to share their backgrounds. Grandparents visit the nursery and bring some items from the temple they belong to, helping children to learn about the lives of others. Fathers are encouraged to spend time with their children in organised groups linked in with the local children's centre, including organised football games. This demonstrates how the nursery goes that step further to involve all the family. Family trees full with photographs in each playroom show children's families, helping children to feel valued at the nursery. Many resources reflect differences so that children handle toys promoting the wider world everyday through play.

Children manage their own personal needs washing their hands before mealtimes and serving themselves at lunchtimes. Children learn that all foods are bought from local suppliers and are involved in cooking activities with the cook. Children receive 'eater of the day' awards when they have shown great improvement in tasting different foods. All food is healthy and nutritious and is freshly cooked daily by the cook. Menus are nutritious and meet all children's dietary needs. However, these do not always reflect different cultures, to fully underpin children's experiences of the wider world around them.

The nursery is exceptionally designed well for meeting the needs of the children. The nursery is purpose built. The provider has worked on every detail with the architect to make the nursery stimulating and attractive for children. All playrooms have windows that allow small children to view the outside world. The garden offers children awe-inspiring activities and resources to explore all areas of learning. Each area of the garden from the children's green house and allotment to picnic area has been planned with children's needs in mind. Each playroom is bright, warm and spacious with an abundance of well-made, age-appropriate resources. These all support each child's development and progress. This means that children are outstandingly well-prepared for school.

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

The provider's strong vision, commitment, ambition and drive is shared and supported by staff. This means that there is a clear direction in the running of the nursery. Staff are fully involved in decision-making and detailed staff meetings address all areas of practice. Staff are thoroughly supported by the management team. The in-house assessor works with staff to build skills and attain higher level qualifications. Staff are regularly monitored they undertake assessments which shows the management team their level of understanding in key areas such as safeguarding and the early year's foundation stage. This is the used as a tool for further training; this means that the management team have effective systems in place to identify what support staff need.

The provider and management team have an excellent understanding of their responsibilities to meet the learning and development, and welfare and safeguarding

requirements. The premises are highly secure, with security cameras, and each staff member carries a key to electronically open each playroom. Staff have a very good knowledge of safeguarding procedures, and they use thorough risk assessments to keep children safe. They consistently review children's development and use these assessments to develop and plan for future learning. Strong self-evaluation has meant the management team have developed an action plan for further progress, for example more development of staff's skills and knowledge.

The nursery works closely with a range of outside professionals to support children and families. Effective links with the local children's centre, schools and local authority specialists help children to reach their full potential in their well-being and learning.

Exceptional partnerships with parents help children to settle and learn. Parents state that they are extremely pleased and happy with their child's progress and learning. Children with additional needs are fully supported and parents are always involved. Staff give parents detailed information about the nursery. They adapt this for parents who speak English as an additional language so that they can include all parents. Staff work hard to embrace family backgrounds. For example, they learn key words and offer children visual pictures to support their understanding of English. Staff display photographs of different activities that can be used at home to support children's learning. This means that parents are fully able to share in, and extend children's learning. The manager displays information about staff and qualifications, alongside information about safeguarding and early year's foundation stage. This means that parents are fully aware that their children are cared for by suitable people who strive to keep them safe.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY452945
Local authority	Havering
Inspection number	886001
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	76
Name of provider	New Beginnings Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01708 553252

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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, which are usually the childminder's 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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