

The Early Years Nursery

Plaistow Park, Greengate Street, London, E13 0AS

Inspection date

17/04/2013

Previous inspection date

29/09/2010

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

- Children are supported effectively by staff that have a good understanding of how children learn, which helps children progress in all areas.
- Good partnership with parents means that they are aware of their child's achievements and share what they know about their child with staff to meet children's needs.
- Effective support is given to children with additional needs so that all children progress and learn.
- Children have many good opportunities to learn outside in the well resourced garden area.

It is not yet outstanding because

- Children do not have many opportunities to learn from programmable toys to support their understanding of ICT.

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 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 and manager undertook a joint observation of a teaching activity.
- 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 Early Years Nursery is one of five of nurseries owned by Foundations for Learning. It registered in 2003 and operates from a converted barn style building in the Plaistow area of Newham. The nursery works in liaison with Newham Community College and offers a training room for students studying for qualifications in early years childcare. Children have access to an enclosed outdoor area. The nursery is open each weekday from 8.00am to 6.00pm all year round. The nursery is registered on the Early Years Register. There are currently 53 children aged from birth to under five years on roll, some in part-time places. The nursery has a number of children with special educational needs. There are 21 staff members, all of whom hold an early years qualification to at least level 2.

What the setting needs to do to improve further

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

- enhance the range of ICT equipment so that children can further explore and control technology resources.

Inspection judgements

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

Children learn and progress because they are offered a good range of learning opportunities that help them develop. Staff carry out on-entry observations and assessments which show children's starting points and continuous good progress towards the early learning goals. Staff have a good understanding of how children learn so plan an effective range of activities for them. Parents contribute to children's initial assessments and share what they know about their child which supports effective partnerships between staff and parents. Children benefit from this shared approach to learning and make good progress as a result.

Young babies build special relationships with staff, babies interact and explore their environment eagerly. Children play alongside others, they play cooperatively with staff and share resources such as sand and water play. Older children extend and elaborate ideas during role-play activities. They explore a wide range of ideas imaginatively through this pretend play. Young babies move their whole body to sounds and enjoy nursery rhymes and action songs. They respond to the rhythm and words of these simple songs, as they link words to their actions. Children enjoy listening to stories and handle large books pointing at pictures as they explore their early reading skills. Young children understand single words such as 'cup'. Older children are beginning to understand 'why and how'

questions. This demonstrates their good communication and language development.

Children make good progress in their physical skills. For example, young babies sit unsupported in the baby room on the floor; they lean forward to pick up small toys. They enjoy sensory experiences of making marks with paint and sand, developing their small muscle control. Older children move skilfully and with pleasure, climbing, riding bikes, running and jumping in the garden.

Young babies develop an awareness of number through their enjoyment of action songs and rhymes that relate to their experience of number. Older children can count to ten and beyond, as they sit and count with staff. Children have a sense of their immediate family as they talk about older and younger siblings in everyday conversation. They enjoy building with construction toys. However there are not many well developed opportunities to learn about information technology, for example through computers and push button electrical toys. This affects their understanding of simple technology. Children enjoy being creative and express their ideas with shaving foam activities, they make marks and enjoy the feel of the foam on their hands. They enjoy exploring the texture and developing their pre-writing skills with the foam. As a result of the varied and supportive planning by staff, children are eager learners and are developing useful skills for future learning.

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

The well established key person system means that children settle and feel safe and secure in all playrooms with good support from staff. This helps promote effective attachments and promote children's well-being and independence. Staff are good role models to children; they are kind and affectionate towards children and work well within a team. Children observe the good relationships staff have with their parents and each other, all of which makes the nursery a happy and friendly environment.

Children behave well and know and understand boundaries of behaviour which staff teach them through daily discussions. Staff are kind and gentle with children and manage their behaviour in supportive and effective ways. Children learn about differences through good play resources, celebration of various festivals and from parents who talk to children about their cultural backgrounds. Children learn about safety through road safety topics and daily routines such as climbing the apparatus in the garden. Children learn about healthy lifestyles as they take part in healthy cooking activities with staff and eat a range of healthy meals and play outside daily in the fresh air. They attend to their own personal needs washing hands after using the toilet and before meals.

Children enjoy playing outside in the well resourced garden and the learning environment outside offers them the same opportunities to learn as inside does. Inside, children learn and develop from the good and effective range of resources available to them in all playrooms. All of this supports and prepares them for school.

The effectiveness of the leadership and management of the early years

provision

Good leadership and management mean that staff know and understand their roles and responsibilities. They have all recently undertaken a refresher induction so have read through all policies and procedures. They regularly undertake questionnaires on practice and policies to reinforce their knowledge. All staff are supported well through supervisions and appraisals. Staff attend regular training to increase their childcare knowledge so support children better.

Children are safeguarded as staff understand safeguarding procedures so are able to identify concerns. Staff are all fully aware of how to record and report concerns to make sure that children are able to receive any support they need. Detailed risk assessments mean that any potential hazards to children are removed by staff inside, outside and when taking children on trips. All records needed for the safe and smooth running of the nursery are in place.

Strong self-evaluation of all areas of practice helps staff to make improvements and offer better care and education to children. This is identified as management monitor staff practice, seek feedback from parents and hold regular staff meetings. Effective partnerships with external agencies mean that staff work closely with other professionals to support children with additional needs. Good partnerships with parents mean that staff share children's records with parents and enable them to be involved in their child's care and learning. As a result staff meet children's needs well. Also, parents have plenty of information on how the nursery is run including access to all policies and procedures. This means that parents are well informed about the steps the nursery take to protect their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY273240
Local authority	Newham
Inspection number	908916
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	79
Number of children on roll	52
Name of provider	The Foundations for Learning Partnership Limited
Date of previous inspection	29/09/2010
Telephone number	020 8472 8700

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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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