

Heritage Day Nursery

Unit 3, 280 Oxlow Lane, DAGENHAM, Essex, RM10 8LP

Inspection date	01/05/2013
Previous inspection date	01/12/2008

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 enjoy and learn from outdoor play which is stimulating, exciting and fun. Overall, resources are plentiful and organised so that children can make choices and develop.
- Staff interaction helps children become independent and promotes their well-being. Staff have good relationships with children which make children happy and feel secure.
- Good organisation of the day and activities means that children are never bored. They benefit from stimulating activities and are cared for well throughout the day.
- Effective leadership and management means that staff know their roles and responsibilities so are able to offer children good care and education to help them achieve and progress.

It is not yet outstanding because

- Few books are provided and those there are, are worn and damaged, so do not entice children to browse through them in order to learn to love books, develop their early reading skills and be as well prepared as possible for school.

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 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

Heritage Day Nursery opened in 2008 and is privately owned. It operates from an industrial building in Dagenham in the London borough of Barking and Dagenham. The nursery serves the local community and is open each weekday between 715 am to 630pm all year round. Children have use of a large room and an outdoor play area. There are currently 30 children aged from babies to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities. There are eight members of staff, all of whom hold early years qualifications to at least level 2. The provider/manager is completing a relevant degree. The nursery provides funded early years education for 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:

- provide a wider range of suitable books in the nursery to support children's love of books, making sure these are maintained in good repair, in order to encourage children to want to use them.

Inspection judgements

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

Staff undertake observations and assessments of children when they start. These are used as a basis for showing children's progress. Staff know and understand the children, so are able to plan and organise stimulating activities and learning experiences that meet their individual needs. The play environment is organised well so that children move freely to all learning areas and are supported effectively by staff. Strong partnerships are established with parents when children start, so parents contribute to their child's initial assessment. Children who have additional needs are supported effectively. Staff identify any specific needs, work closely with parents and external agencies so that these needs are met well.

Young babies bond and form strong attachments with key staff that know and understand them well. Staff tune in sensitively to babies and provide loving consistent care, responding quickly to their needs. Staff encourage playful interactions with babies, giving good eye contact and close physical contact. Staff encourage babies to mimic their words and sounds building a safe, warm, caring environment. Staff use lively voices when interacting with babies making time fun and interesting as they play with babies.

Babies are encouraged in various physical experiences; staff help them to stand and move

around and grasp toys in front of them. Other children who want to play and interact with the babies are encouraged to do so. Older children enjoy listening to stories and pretend read to their small groups with staff support. Some books are torn and damaged, however, so do not encourage children to browse through them of their own accord. Additionally, there are few books offered in the nursery, although children visit a local library regularly which extends the range available. Nevertheless, more books are needed in the nursery, to develop children's enjoyment and interest of books before moving on to school. Children enjoy early writing experiences, as they draw, paint and make marks and shapes with clay. Children learn to recognise their own names, together with the letters and sounds that make up these, such as by finding their names on a board as they arrive.

Children learn early mathematics as they count during number rhymes; they begin to understand the world through resources used. They celebrate various festivals from other cultures and backgrounds. Children express their ideas through painting; clay modelling and role play activities.

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

The well-established key person system means that young babies settle and make good attachments with staff early on. This promotes their well-being and independence and helps them feel safe and secure within the nursery. Staff are good role models. They speak to each other respectfully always using words such as 'please and thank you'. This leads to children behaving well and using such manners themselves, which are useful attributes for their future lives. Staff are deployed well across the nursery, which is a large playroom. All areas are divided into learning areas and staff are deployed within these areas to support children at all times.

Children behave well. They understand boundaries of behaviour. They share and take turns when using resources. Children learn about safety. Every week they make visits to the library during which staff teach children about road safety. Children are careful in the garden. They know what parts of the garden they can use wheeled toys because these areas are bigger and safer for other children. Children learn about the wider community when they make regular visits to the local library. They handle resources that reflect differences and interact well with each other. Children learn about healthy lifestyles. They make nutritious fruit salads and are offered healthy cooked meals daily. They exercise in the fresh air everyday and enjoy play physical activities, such as climbing, through using larger equipment.

The environment is well-resourced overall, and is generally organised well so that children have plenty of opportunities to play and learn effectively, with the exception of the book area.

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

Leadership and management are good. Strong support from the management helps staff progress in their professional development. The manager monitors staff performance effectively through direct daily observations of practice and on-going supervisions and appraisals. This means that practice improves and children are offered better care and education. Staff know and understand their roles and responsibilities; they observe and assess children's development and plan for their next steps and progress.

Children are safeguarded effectively. Staff know and understand safeguarding procedures well. They undertake regular training to update their knowledge and understanding. This training helps them follow correct procedures and keep children safe. Good health and hygiene procedures mean that children are cared for in a safe and clean environment. Staff promote good health and hygiene routines as they always keep the nursery clean and adhere to children's health needs. Detailed risk assessments help staff identify any potential safety issues and remove any hazards to children immediately.

Strong self-evaluation has helped the management and staff to improve and develop the provision so that now the play area is generally well resourced. Children have easy daily access to an inviting, stimulating garden, full with different learning opportunities. The new management area within the playroom has helped the management team to support staff better and identify any strengths and weaknesses in practice.

Effective links with external agencies and strong partnership with parents help children progress well. Parents' view their children's records when they want, as files are easily accessible. Staff speak to parents daily and undertake parents' meetings. External agencies visit the nursery regularly to support staff in planning for children with additional needs.

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	EY377560
Local authority	Barking & Dagenham
Inspection number	911789
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	30
Name of provider	Muyibat Abeje Akubueze
Date of previous inspection	01/12/2008
Telephone number	07950 532499

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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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