

Belmont Day Nursery

69 Belmont Road, Ilford, Essex, IG1 1YW

Inspection date	23/04/2013
Previous inspection date	22/07/2009

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

- Staff are good role models and children behave well in the calm and welcoming atmosphere that they provide.
- Staff make good use of music to enable children to explore the effects of music on their bodies and to develop their speaking skills as they learn simple patterns of rhyme and song.
- All children, even babies follow hygienic routines, such as hand washing, to protect their good health.
- Staff work closely with parents. These strong relationships enable all children to benefit from continuity of care and lots of shared learning opportunities.

It is not yet outstanding because

- Opportunities for older children to climb and balance outside are not fully developed.
- Children cannot always see their own work displayed clearly in their rooms. They are not able to fully explore or take pride in their creative achievements.

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 practice in all three rooms of the nursery.
- The inspector observed activities with the deputy manager of the nursery.
- The inspector discussed practice with staff and the manager.
- The inspector looked at documentation relating to the running of the nursery.
- The inspector spoke to parents of children at the nursery.

Inspector

Naomi Brown

Full Report

Information about the setting

Belmont Day nursery opened in October 2005. It operates from three rooms in a converted doctor's surgery in a residential area of Ilford, in the London borough of Redbridge. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year. There are currently 100 children on role in the early years age range. The nursery gets funding for the provision of free early education to children aged two, three and four. The nursery is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare register. There are 17 members of staff. Of these, 12 members of staff, including the managers, hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance outdoor areas to offer more daily opportunities for older children to climb and balance outside

- enhance wall displays, particularly in the baby room, to include more example of children's own work, where they can see them, so that they can explore and take pride in their achievements

Inspection judgements

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

Children all make strong progress from their starting points. Staff plan, and deliver a wide range of activities that cover all areas of learning, and that meet the individual learning needs of children. The staff plan well to progress younger children in the prime areas of learning. For example, staff speak clearly and enthusiastically to babies. They make good eye contact with babies and praise and echo their efforts to speak as they develop from babbling to making recognisable sounds. This means that younger children swiftly develop strong speaking skills. Staff speak with older children throughout all activities and extend their language through stories and lively conversations. As a result older children use language to express their feelings, thoughts and ideas. They chat with their friends and to staff, and are able to make their needs and wishes known. As a result, they are happy and settled.

Free choice of play sessions, indoors and outdoors, generally support all areas of children's

learning. Younger children enjoy taking indoor activities outside, as they model, mould and create with dough at the outdoor table. They enjoy rolling, patting, cutting and stamping the dough. Staff members offer gentle support, allowing children to develop their own creativity and small muscle skills, while they offer suggestions to extend the activity. For example, when a child has successfully rolled out dough with a smooth rolling pin, a staff member offers her a textured rolling pin and they enjoy looking at the effect this has on the dough. The staff member then encourages her to explore using cutters and stamps and they enjoy looking at the effects together. As a result of staff's well timed support, children are inquisitive and motivated learners. They explore and make connections between things that they do and the effects these have.

Overall, children have broad opportunities to develop their physical skills in the nursery. Staff encourage crawling babies to stand and take their first steps with gentle support. They hold babies' hands as they walk, gradually taking one hand away and then the other as babies grow in confidence. Babies enjoy climbing in and out of the ball pit and they stand at low tables to take part in sorting, building and creative activities. This helps to strengthen their leg muscles, ready to become independent walkers. Toddlers negotiate furniture and other obstacles successfully. They move their bodies to music and all children take part in dancing activities. Older children become out of breath as they ride on scooters and in toy cars in the garden. Children can all climb on equipment inside to develop their leg and arm muscles. However, opportunities that challenge older children to climb and balance in the outdoor space are not as fully developed. As a result, they are not able to move in all possible ways in the outside area.

Children enjoy lots of time to develop their imaginations. Staff enthusiastically support children's creativity. They join in children's games, allowing them to take the lead and see their thoughts through to their conclusion. For example, while children pretend that sand is petrol and fill up their cars, a member of staff joins in with them, pretending to be a petrol attendant. As a result, the game lasts longer and children build on it, eventually filling the boots of their cars with sand as they become builders and transport it across the garden. Children also express themselves through lots of art and craft activities. All children enjoy playing with natural and synthetic materials. They model with dough, make textured picture with rice and glue, paint with lots of different colours and sprinkle with glitter. There are many examples of children's vibrant work in their learning journeys and children regularly take their work home to share with their families. However, there are not many examples of children's own work displayed where they can see them. This means children cannot always see, or take pride in all of their creative achievements.

Staff plan specifically from children's needs and interests. For example, children in the pre-school room help to set activities out for the next morning, and staff follow their suggestions and set out things that they like. Staff skilfully balance children's choices with activities that are designed to support individual learning needs. As a result, children are focussed, motivated learners because activities interest them and target any gaps in their learning. While staff in all rooms support children to develop skills that are useful for future learning, this is focussed on particularly well in the preschool room. Staff encourage children to concentrate for significant periods of time as they develop their early writing and reading skills. Children are able to form the letters of their name, confidently gripping their pencil and controlling the movement well. The member of staff prompts them to spell

their name and then to sound out other words they know, such as 'bus' and 'car.' Children are able to break down these words, using the sound of the letters, to write them successfully. As a result of these good challenges, children develop strong early writing skills. These will support them as they move to school

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

Children are happy and settled because they benefit from a strong key person system. Key persons work closely with families to make sure that they know all of children's specific needs when they first join. As a result, children know that they have a special person to turn to in the nursery if they need support or comfort. Babies cuddle on to their key persons' laps. They explore their environment safely, knowing that they can return for a comforting cuddle if they need to. Older children benefit from a secure handover between parents and key persons. Key persons update parents at the beginning and end of every session so that they can respond to any changing needs, for example, when potty training. This means that they continue to meet children's changing welfare needs.

Children all behave very well in the nursery. They cooperate well with each other and share toys. Staff are positive role models. They are calm and patient with children, do not use inappropriate punishments and remind children gently to share and play well with their friends. Staff are all fully aware of behavioural procedures at the nursery. They follow the clear guidelines and deal with any challenging behaviour successfully. Staff plan large group activities so that children learn to work well together. They are able to share large and small equipment, for example, taking turns to play with the cars in the garden. Children respond very well to clear behavioural boundaries and guidance from staff. They know what is expected of them and they cooperate well and make strong friendships. They are also able to manage their own safety as they follow clear instructions to use tools and resources safely.

Children have strong opportunities to learn to protect their own health. For example, they enjoy healthy food at all mealtimes. They tuck in to the meals with enthusiasm and enjoy sitting with their friends. This helps them to enjoy their food. Even younger toddlers can wash their own hands. They go to the sink, use the soap dispensers and rinse and dry their hands without prompting. Sinks are low level so that all children can use them with minimal support. Toddlers enjoy telling adults that they need to wash their hands too. This shows how secure they are in this hygienic routine. Children enjoy daily outdoor play to support their good health. They explore where fresh food comes from as they plant and tend to vegetables in the garden. They are able to make positive choices about what they eat because they are interested in fresh foods. This also helps them to be responsible for, and to learn to care for living things. Children respect each other and their surroundings as a result.

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

The management clearly understand their responsibility to meet the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. Managers monitor planning in all rooms to make sure that activities meet the needs of children. This results in a well-rounded curriculum, where activities overall cover the areas of learning.

Children are well safeguarded by robust safeguarding procedures. All staff understand how to recognise, record and report any concerns they may have about children in their care. Staff understand the whistle blowing procedure, enabling them to act on any concerns about adults in the nursery. The safeguarding officer is fully aware of how to investigate and report any concerns. In addition, management and staff are fully aware of when they need to inform Ofsted of significant events as part of the requirements of their registration. These steps promote the good safety of children in the nursery. The nursery has a clear complaints procedure and management use this well to resolve any issues that occur.

There are strong procedures in place to make sure that staff are suitable to work with children. For example, recruitment procedures are robust. All staff have an enhanced disclosure issued by the Criminal Records Bureau and the management obtain references and health declarations. Management use appraisals, supervisions and observations to support all staff. They identify training needs and any potential issues through these methods. This means that children benefit from a qualified staff team who are able to access training to continue to improve their practice. Management use regular staff meetings to encourage staff to discuss any practice issues and to identify where changes to staff practice may benefit children in the setting. New staff undergo secure induction procedures. As a result, all staff are aware of their roles and responsibilities, and of the nursery procedures. They are able to follow these clear procedures, to meet children's needs well. The manager has involved staff, parents, and children when evaluating the nursery. He uses these views to identify targeted areas for improvement. As a result, changes made to the nursery have improved the safety, well-being and development of children in the nursery.

Partnerships with other settings and any outside agencies are positive, effective and are continually reviewed by the nursery to identify where further improvements can be made. For example, they have brought in changes to arrangements when children move to school so that children can meet their new teacher with their key person. Children's records of assessment go with them when they move to school. This makes sure that children's good achievements in the nursery can continue to be built on at school. There are clear, effective procedures in place to work with outside agencies. Staff have previously worked with other professionals to address any concerns and seek swift interventions and support for children with additional needs. These timely interventions have helped children to make improved progress and to be ready to go to school with their age group.

The nursery has a strong commitment to working in partnership with parents. Staff welcome parents into the nursery and value their contributions. Parents are able to share in their children's learning. They complete work at home with their children to support their learning, as suggested by staff members. Children's progress is good as the benefit

from the consistency of these shared learning experiences. Also, parents can use the suggestion box, feedback to their children's key person and approach the manager and his deputy manager daily. If parents raise any concerns about aspects of the nursery, these are responded to quickly and effectively. Parents praise the manager, commenting on how often they see him in nursery rooms, working with their children. They also comment on how welcome the nursery makes whole families. For example, staff hold 'daddy daycare' sessions to welcome fathers into the nursery to join in their children's day. They have held special sessions for grandparents to visit as they noted that lots of grandparents collect their grandchildren from the nursery. This approach means that children know that they and their families are welcomed and valued in the nursery. Children are secure, settled and develop good self-esteem as a result.

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 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	EY311557
Local authority	Redbridge
Inspection number	908822
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	100
Name of provider	Belmont Day Nursery Limited
Date of previous inspection	22/07/2009
Telephone number	0208 553 2020

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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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