

The Hub Nursery

Eastlea Community Resource Centre, The Hub, 123 Star Lane, London, E16 4PZ

Inspection date

22/04/2013

Previous inspection date

04/03/2010

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

- Staff pay particular attention to developing children's early reading and number skills. This means children make good progress and they are well prepared for school.
- Dedicated and enthusiastic staff continually reflect on their practice to make improvements.
- All children are supported by staff who demonstrate a good understanding of how young children learn.
- Staff act as good role models and promote positive relationships among all children. As a result, children behave very well and they are kind and considerate towards each other.
- Staff demonstrate a secure understanding of their roles and responsibility towards keeping children safe.

It is not yet outstanding because

- Staff miss some opportunities for children to guide their own learning because access to the outside play space is restricted to times determined by staff.
- Younger children occasionally become bored or distracted during whole group activities.

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.

Inspection activities

- The inspector observed activities and interacted with children in both playrooms and the outdoor area.
- The inspector spoke with the staff at appropriate times throughout the inspection and had a meeting with management.
- The inspector looked at children's development records, planning documentation and a selection of policies, including evidence of suitability and qualifications of the staff.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sharron Fogarty

Full Report

Information about the setting

The Hub Nursery registered in 2005 and is one of eight nurseries that are privately owned by The Foundations for Learning Partnership Limited. The nursery is situated in Canning Town in the London Borough of Newham. Children have the use of two play rooms and a secure outdoor play area. The nursery is open from 8.00am until 6.00pm every weekday all year round, except for bank holidays. The nursery receives early education funding for children aged two, three and four years. Currently there are 38 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are eight members of staff currently employed by the nursery. All members of staff hold relevant 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:

- review adult-led activities, such as large group times, to ensure that activities reflect children's current stage of development, so that younger children are always engaged and stimulated.
- maximise opportunities for children to guide their own learning, for example allowing them to choose when to play outside.

Inspection judgements

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

Staff have a secure understanding of how to promote the development of young children and as a result, children make good progress in their learning relative to their starting points. Staff effectively use their observations and assessments of children to plan an appropriate balance of adult-directed and child-initiated activities. These inspire children to learn. For example, staff notice children's developing interest in worms and plan a topic on 'mini-beasts'. Overall, a good range of teaching opportunities are planned, with staff working with individuals, small groups and large groups, providing variety to children's learning experiences. However, occasionally younger children sometimes become distracted in large group activities such as circle time. This is because in some instances the story is pitched at the ability level of older children. Nevertheless, all children develop a keen interest in books and stories. They like to use the story props to extend their play and listen to stories through head phones.

Staff pay particular attention to developing children's reading and number skills as they approach school age. Older children benefit from some direct teaching and demonstrate good knowledge. For example, staff teach children about mathematical concepts as they measure each other and record their own height and name. They successfully add together groups of objects and children learn the names and sounds letters make. Staff provide suitable opportunities for children to write with a purpose in mind, such taking orders in the role play area and making a doctor's appointment. The introduction of the progress checks for children when they reach the age of two enables staff to secure early intervention where necessary. Children with additional needs are supported well and this means that educational gaps are closing. Children are prepared well to make the eventual move to school. Staff give lots of thought to the lay-out of the nursery. They provide cosy spaces and dens that interest the children. Children thoroughly enjoy using these quiet areas to look at books and chat with their friends away from the hustle and bustle of the play rooms. Staff constantly talk to the babies and toddlers and successfully understand their responses. Staff provide visually stimulating areas to motivate very young children to use their senses to explore.

The older children are confident communicators and ask lots of questions. Staff use careful questioning to encourage children to think about their answers. Resources are easily accessible and can be used in a variety of ways. This means children can develop their ideas while they are fresh in their mind. Children develop good levels of independence to explore their own interests and build on existing skills. For example, while making 'birthday cakes' out of play dough, children decide which shape of dried pasta is best to use as candles. Staff skilfully use these types of unplanned opportunities to extend children's learning, for example, supporting children to count the number of candles before they 'blow them out'.

Very young children have a dedicated outside play space. This area has a safety surface to minimise injury from bumps and injuries, ensuring children are safe at all times. Older children demonstrate their developing physical skills as they manoeuvre their scooters and trikes around the weaving pathway outside. The large fixed apparatus is very popular and children squeal with delight as staff take their turn to have a go down the slide. However, children play outside at times determined by the staff and cannot access the outdoor area freely. This means children are not fully able to guide their own learning in all areas.

Children benefit from the good relationships between the staff and the parents. Staff are welcoming and are always on hand to chat to parents and reassure them of their child's well-being. Information is openly shared and parents are encouraged to be involved in their children's learning. Open evenings provide a more formal opportunity for staff and parents to discuss children's progress. Information gathered from parents, when children start at the nursery, helps staff get to know the children's interests and capabilities. This means staff are aware of children's starting points and can plan suitably challenging learning experiences from the start.

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

Children are happy and secure and move freely between different activities. They have the confidence to choose who to play with and which resources to use. Babies and children settle well into the nursery, with the minimum of upset, because staff follow familiar care routines that are based on information from parents. Parents report positively on the arrangements for preparing children for their move up to the next age group room. Children make regular visits to their new playroom to take part in activities and meet their new key person. As a result, there is a smooth transfer and children quickly adjust to changes in the people caring for them.

Staff effectively help children to adopt healthy lifestyles. They provide a good range of physical activities and take children on regular outings to the park. There are also planned opportunities for children to exercise in the fresh air in the outdoor area. Children have healthy appetites and a healthy vegetarian menu is provided every day. Meal times are used well to promote independence skills, as children pour their own drinks and serve their food. Children show they have well-developed personal care skills. They discuss that eating too much sugar may harm their teeth and enjoy cleaning their teeth after meals. Visual prompts remind children to wash their hands after using the bathroom. Children pour themselves a drink from the water cooler when they are thirsty.

Staff are vigilant in their supervision of the children and through careful explanations help children to understand how to keep themselves safe. For example, children are fully aware of the need to be careful when going up the steps of the slide. Children have opportunities to learn about road safety when staff take them for walks. Visits from key people in the community, such as the police, further aid children's understanding of how to keep safe.

Good standards of hygiene are maintained throughout the nursery. Staff attend food hygiene and first aid training. This means they have the knowledge to prepare meals hygienically and to deal with accidents. Good procedures are in place to prevent the spread of germs. Staff wear disposable gloves and aprons when preparing food and outdoor shoes are not allowed in the areas where babies crawl and play. Children sleeping in cots have their own bedding and staff follow effective nappy changing routines.

Staff are very good role models. They provide clear guidance about what is acceptable behaviour and children behave very well. They are kind and caring towards one another. For example, a child sensitively uses a tissue to wipe away the tears of a friend who becomes upset. Children take care of resources, for example, they carefully put away books and story sacks when they have finished with them.

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

Staff know how to keep children safe because they understand and implement a strong safeguarding policy. There is a trained designated child protection officer in the nursery and new staff complete an induction process that includes child protection. This means staff know what to do if they have any concerns about the children in their care. All

employees have the appropriate suitability checks to make sure they are suitable to work with children. Staff carry out effective risk assessments of the premises, gardens and outings to minimise hazards and to help make sure children can play safely. The manager carries out observations of staff and regular appraisals take place. This means the manager is aware of staff strengths and weaknesses. Staff are encouraged to attend training to continually improve their knowledge and personal effectiveness. For example, all staff participated in the 'early language development programme', to develop their knowledge of how children's good relationships with their key people help to develop their communication skills. The manager is a good role model for professional development. She is working towards a degree in early childhood and youth studies and shares her learning with the team.

Planning is monitored by senior staff to ensure it covers the areas of learning and offers a broad range of experiences for the children. Management have introduced systems to monitor all children's development and individual children's assessment records show they make progress. Staff work well with external agencies, such as physiotherapists, to support the children's progress in all areas. Staff have good relationships with parents and keep them fully informed of their child's development. Parents express high levels of satisfaction with the nursery and appreciate the dedication of the staff team.

The management team have high aspirations for the nursery. They continually reflect on the quality of experience they offer to children and to identify key areas for improvement. For example, new resources have been purchased to provide babies with a sensory experience when they are outside. Precise action planning has led to an overall rise in quality. Children are now able to make choices about what they want to play with from the range of interesting activities available to them indoors. The setting has good capacity to improve its provision and future outcomes for children.

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	EY282800
Local authority	Newham
Inspection number	843627
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	38
Name of provider	The Foundations for Learning Partnership Limited
Date of previous inspection	04/03/2010
Telephone number	020 7474 2102

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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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