

Excellence Day Nursery

Excellence Christian School, 59-61 Vyner Street, Cambridge Heath Road, London, E2 9DQ

Inspection date

28/05/2013

Previous inspection date

15/12/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have warm close relationships with children, which make them feel safe and secure. As a result, children play and learn in a relaxed environment.
- Staff pay particular attention to helping children adopt a healthy lifestyle.
- Children's independence and self-care skills are promoted well because staff enable children to make choices and do things for themselves.

It is not yet good because

- Staff do not complete the required progress check for children when they are aged between two and three years or consistently use assessments to plan learning experiences tailored to children's individual needs.
- Staff do not always provide children with a rich language environment in order to maximise their communication and language development.
- Staff do not effectively monitor the educational programmes.

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 in both rooms of the nursery.
- The inspector spoke to the owner and all staff and invited the manager to carry out a joint observation.
- The inspector sampled a range of documentation, including policies and procedures, staff suitability and children's learning records.
- The inspector spoke to children and took into account the views of parents.

Inspector

Sharron Fogarty

Full Report

Information about the setting

The Excellence Day Nursery is privately owned by an individual. It registered in 2009 and operates from three rooms on the first floor in the Anchor of Hope building in Bethnal Green in the London Borough of Tower Hamlets. Children play in two of the rooms and there is access to toilet and kitchen facilities and an office/staff room. The nursery is open each weekday from 7am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register. There are currently 22 children on roll within the early years age group. The nursery is accessed via two flights of stairs. The children share access to an enclosed outdoor play area. There are four members of staff, two of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use precise and accurate assessments of children's learning to plan experiences tailored to the individual needs of all children in order to maximise their overall progress
- provide a written progress check for all children aged between two and three years of age
- improve the programme for communication and language so children receive high levels of interaction and experience a rich language environment.

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

- use monitoring, reflective practice and self-challenge more effectively to promote consistency of practice throughout the nursery.

Inspection judgements

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

Staff are generally competent in their knowledge and understanding of how children learn and develop. Overall, they provide children with enough resources to capture their interest and support their learning in all areas. As a result, children make steady progress in their learning and development and are suitably prepared for the next stage in their learning.

Key persons show a basic awareness of where children are in relation to the developmental expectations for their age. They have a reasonable understanding of children's next steps in their learning. However, staff do not use ongoing and precise assessments of children's skills and abilities to plan learning experiences tailored to children's individual needs. For instance, staff carry out lots of observations of children, although, these are generally descriptive. These observations do not provide sufficient detail about children's level of achievements, interests and learning styles. This provides little opportunity for staff to shape planning to what children need to learn next to maximise their progress. Furthermore, staff have not completed the required progress check for children when they are aged between two and three years. This is a breach of a learning and development requirement of the Early Years Foundation Stage. This means staff are not fully aware of a child's strengths and any area where development is less than expected.

Younger children often choose to play with older children, who are keen to involve them in their games. They sensitively show them how to do things, for instance, how to put on an apron correctly. This means children are learning together and from each other. Children explore using their senses during 'messy' play activities. They see what new colours they can make as they mix the paints together. Babies make discoveries of the natural world, as resources such as household objects and natural sensory materials ignite and maintain their curiosity. Children enjoy imaginary play. The role play 'home' contains a variety of real items, such as empty food packets and dressing clothes across a range of cultures. This gives children a sense of belonging and adds depth to their play. Children actively participate in a range of free play and some adult-led activities. A topic about growing gives rise for children to learn about plant life cycles, as they nurture and grow vegetables in the garden. By trial and error, children learn not to pull the tomatoes too tight from the vine when they are ripe 'because they get squashed'. Children learn about the world around them as staff take them to visit the local farm. They take an interest in the wider world as they explore a toy 'globe' and explain the blue parts are the sea. Staff teach older children to recognise letters of the alphabet and to write their name. Children use alphabet cards to help them write with a purpose in mind, such as shopping lists during imaginary play. Children practise their developing mathematical skills as they build a variety of structures with blocks and count throughout their play.

Staff interact with children reasonably well during different activities. They encourage them to take turns on the computer and help younger children control the mouse so they can make marks with the paint programme. Children enjoy the company of their friends and seek adult interaction to help to extend their play. However, the quality of staff involvement and interaction in children's play varies. Staff sometimes miss opportunities to follow children's lead in conversation and to explore ideas together. As a result, children are not provided with a rich language environment. For example, older children, who are eager to talk about the process involved in building their sandcastle, are not encouraged to extend their thinking and talk about concepts, such as size, shape or weight. Additionally, children are not always able to sustain their interests. For instance, when making 'cakes', as there is not enough good quality play dough. Nevertheless, children enjoy having imaginary conversation on the telephone; they listen to stories, and join in with favourite action nursery rhymes. Some staff make good use of children's 'learning journals' and photographic displays to spark conversation. Children talk about and discuss

past events, noticing the progress they have made, for example, with their writing. Babies develop their listening skills, playing with a range of natural shakers. Staff at times, encourage babies to develop their communication skills, for example, by copying their sounds in a turn-taking 'conversation'. However, this type of purposeful interaction is not consistent enough to maximise children's progress in their communication and language development.

There are good opportunities for parents to become involved their child's learning and relationships are strong. Staff actively encourage parents to volunteer in the nursery. For example, parents attend the weekly swimming sessions and join the children to read a story. Staff provide regular newsletters to inform parents of nursery activities and events.

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

Children show that they are happy and settled by approaching staff for cuddles and smiling freely. They have secure, warm relationships with staff and enjoy learning through play, choosing from the range of resources and activities offered. Children settle well because staff find out about their routines, likes and dislikes. They use this information to provide flexible routines, so there is continuity of care between home and the nursery. As a result children feel safe and secure, displaying sound levels of independence and self-confidence. They show a positive sense of belonging. For example, children enjoy helping staff to sweep the sand off the floor. They wipe down their paint aprons after they use them. Children feel valued as staff use their drawings and craft creations in a range of colourful displays throughout the nursery environment.

Staff are generally positive role models and provide clear guidance for children about what is acceptable behaviour. They encourage polite interactions and, as a result, children are courteous and demonstrate a sound ability to take turns when playing together. Staff reinforce safe behaviour by, for example, reminding children how to sit safely on a chair. Children manage their personal care well and all facilities are at the children's height to enable them to be independent. Younger children are afforded good amounts of privacy when having their nappy changed. Children have sound opportunities to learn about their own and other people's cultures and to celebrate the similarities and differences between them within a diverse society.

Staff encourage children to develop healthy lifestyles well. The nursery provides children with various snacks. These offer a variety of healthy choices for them, such as fruit and vegetables. There is a selection of photographs and information about healthy foods on display in the snack area. Parents provide their children's packed lunch and staff provide parents with information on the types of healthy foods to include. This helps foster the children's understanding of being healthy and about what to eat. The children have opportunities to go outside to play in the park and this provides them with the freedom to be physically active. This is extended with a weekly swimming session and daily access to an enclosed outside space. Here children learn to balance on crates and participate in active games. Visits from key people in the community, such as the dentist teach children about healthy dental practices. This means children develop a secure understanding of the

importance of a healthy lifestyle. Children are helped to prepare for their eventual move to school because links have been developed with teachers from local schools who visit children within the nursery environment.

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

The manager and staff have a secure understanding of their role in keeping children safe. They ensure that the premises are suitably safe and secure by carrying out daily checks of all areas accessed by the children. The nursery's procedures for safeguarding children are understood by all staff ensuring they know how to fully protect children. For example, staff understand that they are not permitted to use mobile phones while they are caring for children. The manager has completed relevant safeguarding training to enable her to confidently take the lead in following up any concerns about a child's welfare. The recruitment of staff, students and volunteers involves a range of required checks to make sure children are cared for by suitable people. A range of policies and procedures helps inform the staff's safe and efficient management of the nursery. For example, the nursery shares an induction pack with all parents to provide them with the information they need to promote their children's well-being.

The manager monitors staff performance through appraisals and some staff attend training courses to extend their knowledge, understanding and skills. This means that staff are adequately trained and qualified to meet children's needs. However, the monitoring of the educational programmes and children's assessment is not consistently rigorous. This results in inconsistency in the recording of children's progress and a weakness in the educational programme for communication and language.

Parents speak positively about the staff and their relationships with their children while at the nursery. In particular, they complement the staff's willingness to work in partnership to ensure there is a continuity of care. The manager understands the importance of partnership working for the benefit of children. For example, the manager positively welcomes support from the local authority and has been recently awarded a 'healthy' early years accreditation. The manager also networks with other nurseries in the local area to share good practice.

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	EY396103
Local authority	Tower Hamlets
Inspection number	816062
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	22
Name of provider	Caroline Gbegbaje
Date of previous inspection	15/12/2010
Telephone number	07958 685176

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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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