

# East London Childcare Institute (Deanery Road)

Inspection report for early years provision

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<b>Unique reference number</b>	EY310135
<b>Inspection date</b>	25/02/2009
<b>Inspector</b>	Vivienne Rose
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<b>Type of setting</b>	Childcare - Non-Domestic

## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Newtec Day Nursery at Deanery Road is one of four registered provisions run by Newtec East London Childcare Institute (ELCI). It re-opened under the management of ELCI in 2005 and operates from a purpose built building.

Areas used by the children are five rooms and a small room for the crèche provision for babies under two years. There is also access to bathroom facilities, a small kitchen/laundry and an office space. There are two separate outdoor play areas, one for babies and one for older children, both are secure and enclosed.

It is situated within a residential area of Stratford in the London Borough of Newham. A maximum of 61 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year.

There are currently 54 children aged from three months to under 5 years on roll. Of these, 18 receive funding for nursery education. The nursery mainly serves parents who work in and around the area and students attending the Newham College of Further Education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery is registered on the Early Years Register and employs 14 staff, including the manager, who all hold appropriate early years qualifications. There is one member of staff working towards a qualification.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff are beginning to adopt new processes and these are beginning to be introduced into the group to support children's achievements towards the early learning goals. However, as yet, these are not fully implemented in all areas of the nursery. Children are generally happy and involved in the activities provided. However, there are weaknesses in the teaching and organisation of activities which has an impact on the children's learning and development. Self-evaluation has been undertaken and management have identified the areas of weakness in the group which are being addressed. The nursery promotes inclusive practice through discussion with parents and others. However, there is insufficient focus on the support given to children to develop their communication skills.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- introduce a rigorous system to monitor and evaluate the quality of teaching.
- provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults;

support children to build on their understanding of phonological awareness and their knowledge of the alphabetical code; develop opportunities to practise writing for various purposes

- improve the planning and organisation of systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs and is accessible; make sure that there is a clear system in place to provide consistency of care for babies and young children
- make sure that the staff are familiar with the behaviour management policy and that children's behaviour is managed effectively to enable them to understand what is expected of them
- undertake risk assessments for each specific outing.

## **The leadership and management of the early years provision**

The new managers are working closely with staff to develop new processes within the group. The setting continuously self-evaluates to identify and address weaknesses within the setting and some progress has been made in addressing the recommendations from the previous inspection. For example, drinking water is now easily accessible to all children to promote their good health.

The recent re-organisation of staff within the nursery and new systems of observations and planning means that staff are making slow adjustments to change and not all staff are confident. This means that the planning and observation of children's development and their next steps is sometimes inconsistent. Staff plan and observe children's developmental progress. However, the weaknesses in the organisation of activities for children means that children are not always sufficiently enabled to get the most from the activities provided.

The setting has a key person system to promote children's welfare and development, however, sometimes the way that staff are deployed means that the care of younger children and babies is inconsistent to fully promote their well-being.

The managers and staff have introduced new methods in which to involve parents and carers more fully in contributing towards the record keeping and planning for their child's interests and development. Systems have been developed to achieve this including parents' open evenings, visual displays and information on a notice board for parents to ensure they are aware of the activities provided for children.

The provider is committed to keeping the children safe and daily risk assessments are carried out. However, the system of risk assessments for outings is not sufficiently rigorous to support the welfare of children. There are clear policies and procedures in place to safeguard the children that are regularly updated. Security within the nursery is good and visitors are recorded at reception and there is touch pad security door.

Children's welfare is safeguarded because staff have a secure knowledge of how to

safeguard children in their care and there are clear procedures in place should concerns be raised about a child. Staff regularly attend training to update their knowledge on new developments, which has recently included Early Years Foundation Stage (EYFS) training. All staff and students attending the group have appropriate checks in place to ensure that they are suitable to work with children. The management supports ongoing training to encourage the staff's knowledge and understanding.

Recently, training has included the Early Years Foundation Stage (EYFS) and Food Safety. As yet, managers have not introduced rigorous systems to evaluate the quality of teaching.

## **The quality and standards of the early years provision**

Children are provided with satisfactory opportunities to help them make progress across all areas of development. Staff come together as a team to discuss the planning, looking at their key child's observation and interests. Staff fill out 'My time at Nursery' profiles, which give the staff information about the children's starting points and interests. They make regular observations of children and have started to record children's achievements in these profiles. Observations are used to inform planning, however as yet, the new systems for planning are not fully implemented throughout the nursery.

Children's health is effectively promoted and safeguarded when they help themselves to tissues and when they are encouraged to wash their hands before eating. Staff follow good hygiene procedures when changing nappies which prevent the risk of infection. A suitable ratio of staff hold a current first aid certificate and all accidents are recorded effectively on an accident sheet. Parents sign and acknowledge these. Staff encourage children to be aware of safety in the setting when they are asked to tidy up and when they are encouraged to understand that there is not enough space at the snack table and not to throw sand as it is dangerous to others.

Children access a suitable variety of resources that are available and they are generally confident in choosing what resources they would like to play with. Most resources are stored at low-level to encourage choice. However at times throughout the day, the organisation of resources and activities lack challenge. As a result, older children become bored and do not play in a purposeful way, which impacts on their learning. Staff are not always sufficiently focused to support children effectively, for example, when insufficient resources are provided such as paper or paint to promote their interest and involvement. Children do enjoy making marks on paper and some children are beginning to write the first letter of their name. They put their names in the post box on entry. However, there are fewer opportunities for children to access writing materials to write for a purpose in areas of the setting, for example role play. Staff place a limited emphasis on the sounds of letters and words to support children's awareness and interest. Staff do not always effectively support older children in ways that help them to express their ideas, for example through listening and speaking activities. Although some children lack confidence in how they communicate with adults, staff do not always question or support children effectively to encourage conversations and often

doing things for the children without discussion.

However, younger children and babies do enjoy listening to stories sitting in small groups or sitting comfortably on a staff member's knee enjoying the 'Pirate Book' or the 'Five little Ducks' story.

Children's behaviour is generally satisfactory. They are learning to be polite and say 'please' and 'thank you' and they politely say 'excuse me' when they want to squeeze past. Older children play and talk to each other in small groups, devising games and coming to terms with the world around them; forming strong relationships with each other. They support each other and are praised for doing so. One child is praised being for being kind and holding another child's hand and welcoming them into the group. Staff have developed behaviour books with children's photos stating 'we do not hit' and 'we do not smack' which is discussed at circle times. However when children are grouped for some sessions, for example register time and song time, this is not well planned and behaviour deteriorates and children become less focused.

The opportunities for children to help themselves to drinking water to promote their independence have increased. Children have regular access to physical outdoor play to support their skills and well-being. Children run, ride bikes, balance on beams and kick balls to increase their physical skills. However, there is no specific planning for the outdoor area and as a result, children do not always get the most from this area of their play.

Children's health and well-being is supported. Nappy changing is used as a time for staff to talk to children and to support their emotional development and welfare. Children enjoy healthy meals and snacks throughout the day to support their good health and welfare, which include sweet and sour chicken and rice, pasta with tomato and basil sauce. Children develop their independence when they choose from the snacks provided and butter their own crackers. Children use spreaders, brushes and spoons with increasing control. Staff are working towards the Newham Healthy Eating Scheme three stars within the setting.

Those working with young babies encourage children to develop skills such as crawling, and all children enjoy listening to stories to encourage their concentration and interest. Babies and young children enjoy the songs and rhyme book of the 'Brown Bear' in the baby room using photos of the children in the room. This supports children's self-esteem and enjoyment well as they point to themselves in the book. Bubble blowing in the garden supports children's interest and involvement about how things work. They enjoy using paper and glue to make their balloons and enjoy learning about living things when they have the opportunity discuss and handle the African Snail and the Guinea pig. Children are excited and interested when they ask to hold the snail, and are told they must be gentle and asked 'can they see the snail's eyes and mouth?'. Children learn to appreciate the needs and cultures of others when they celebrate festivals and cultural events such as Eid and Chanukah.

Children create using various materials such as buttons, material and cotton wool. However, there is limited access for children to choose resources to promote their

own ideas and imagination. Music and instruments are provided and children enjoy dancing around in time to the taped music spontaneously. Children are encouraged to use number names as labels when counting in rhymes and songs and as they count numbers in books and measure with rods. They enjoy selecting the numbers on the computer game. However, there are fewer opportunities for children their develop their practical problem solving skills to estimate how many more they may need in everyday situations.

Children enjoy using the computer when the programme is made available to them. They experiment with water and enjoy washing the dollies and discovering the properties of shells and shapes in the sand. However, the organisation of environment and the limited access to some resources restricts children's involvement in the activities provided and their opportunities to extend their interests.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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