

New Beginnings Day Nursery

Sunrise Childrens Centre, Alderton School, Alderton Hall Lane, LOUGHTON, Essex, IG10 3HE

Inspection date	28/05/2013
Previous inspection date	25/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 their time at nursery and have lots of fun as they play happily together with the interesting activities that are carefully prepared for them.
- Children with special educational needs and/or disabilities are very well supported and make good progress from their starting points.
- Staff develop positive and caring relationships with the children, and this helps them to feel safe, happy and confident at nursery.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.

It is not yet outstanding because

- At times, less experienced staff do not always enhance children's learning through the use of open-ended questions.
- There is scope to extend the range of multicultural resources, particularly in the role play area, that reflect a range of cultures and backgrounds to promote children's understanding of the world further.

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 children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Clair Stockings

Full Report

Information about the setting

New Beginnings Day Nursery was registered in 2008 on the Early Years Register. It operates from within the grounds of Alderton School in Loughton, Essex. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and two at level 2. One who holds Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 83 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- support less experienced staff to enhance children's learning through consistently good interactions and the use of open-ended questions
- extend the range of resources in the role play area to include more toys and objects that reflect children's family lives and communities. Also include resources that reflect lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

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

Children have fun as they access a varied range of activities and experiences across different areas of learning. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Staff know children well. They observe children closely throughout the day and collect information from parents about their children's needs, interests and abilities when they begin nursery. Staff communicate with parents on a daily basis through discussion and effective use of a home-link book that supports a two-way flow of information. This approach successfully engages parents in their children's education. Staff

use this knowledge to plan interesting play-based experiences that promote children's learning and development. Attentive staff play alongside the children, offering gentle support and encouragement. Skilful questions by most staff extend children's thinking, and they gently guide children to develop their skills as they play alongside them. However, on occasions, less experienced staff do not always use spontaneous opportunities to pose open-ended questions to extend children's thinking and development in all areas of learning.

All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, successfully develop their spoken language. Staff introduce songs and rhymes effectively throughout the session and they actively join in the singing. Children of all ages show a keen interest in books. They enjoy looking at books on their own or having stories read to them by staff, establishing their interest in reading for pleasure. Older children are encouraged to predict endings to stories and to identify what happens next. Listening to stories is exciting for children as staff use props and real-life items to add new dimensions to the story. Children have regular access to writing resources and there are frequent opportunities to practise early writing skills throughout their time at nursery.

Children enjoy the experience of the different textures they are handling and take pleasure in rubbing their hands in the shaving foam. Babies take great delight in trying to reach for and catch bubbles that staff blow. Older babies are encouraged to try to blow the bubbles for themselves, with some success. They receive lots of praise for their efforts and achievements, which fosters their emotional needs. Children begin to develop an understanding of the wider world. For example, colourful wall displays include flags from different countries, and the nursery celebrates a variety of festivals, such as Chinese New Year. However, there is scope to extend the range of resources in the role play area that fully reflect diversity, to help children learn about similarities and differences between themselves and others, and among different families and communities.

Children participate in activities both indoors and outside, and these include a suitable mix of adult-led and child-initiated play. They are encouraged to make choices about their play as they explore the nursery environment. Staff give younger children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. Consequently, children are gaining skills which help prepare them for school.

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

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. The nursery chef prepares nutritious snacks and meals, which include fruit and vegetables, and children's individual dietary requirements are met. Mealtimes are sociable occasions when staff encourage older children to learn independence skills by helping to serve the food and pour their own drinks. Children are encouraged to manage their personal needs and older children can use the toilets with minimal support. Nappy changing routines for younger children are managed well. Children know and use good day-to-day hygiene habits, such as hand

washing. They can make good choices about the clothing they need to play outside, and staff effectively support their developing independence in managing coats, zips and wellington boots. Children benefit from regular fresh air and exercise during outdoor play.

Children are happy, settled and content as they form positive relationships with their key person, staff and other children within the nursery. The effective key person system supports children to feel valued and promotes a sense of belonging. Caring staff warmly welcome the children and their families. New children and parents are well supported by staff to ensure a successful settling-in period that is tailored to the needs of each child and family. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Children demonstrate that they can negotiate and solve problems as they confidently inform staff if another child has upset them. They are learning to understand that their actions can hurt other children's feelings. Their behaviour is good, as staff share consistent expectations and are good role models themselves. Children willingly take on responsibility, for example, tidying away toys and resources in preparation for lunch.

Children's physical safety is given appropriate high priority. Access to the premises is closely monitored and staff carry out daily risk assessments of the inside and outside areas to help to keep children safe. Staff supervise children well but give them space to explore their environment so they can take risks as they try out ideas for themselves, using the resources in a range of different ways. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Regular fire evacuations enable staff and children to know what to do in an emergency. As a result, children enjoy their experiences in the nursery and learn skills that help them manage their move to school.

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

The provider has a good understanding of the safeguarding and welfare requirements. There are robust systems in place for recruitment, vetting and induction of staff. Management deploy staff well and adhere to regulatory ratios, resulting in them supervising the children effectively to promote their welfare. Procedures for safeguarding children are good as staff understand their responsibilities and are aware of the procedure to follow should they have a concern.

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent, and display an accurate understanding of all children's skills, abilities and progress. Management have also recently introduced a tracking system to ensure that all children are making good progress and to identify any gaps in their learning. The manager monitors staff performance, both informally through working alongside the staff, and more formally through annual appraisals. However, there is room to provide extra support to less experienced staff to enhance the consistency of their teaching practice. Staff are supported to attend relevant courses and gain additional qualifications. The manager uses

regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children.

Partnerships with parents and carers are a clear strength of the nursery. Parents say they feel included and informed about what their children do at nursery, and a typical comment from parents is that they 'feel very comfortable' to leave their children at this happy and caring nursery. Staff keep them informed about their child's learning through daily verbal feedback, photographic displays and written activity planning. Parent consultations also take place during the year to formally share information about their child's progress in nursery and at home. Links with other agencies involved with the children, for example, speech therapists, are well established. These strongly support the children's welfare. Information sharing is effective and this eases the move to other settings or to school.

Managers and staff set themselves high standards, and excellent systems are in place to help them continually reflect on their practice. Self-evaluation processes actively contribute to sustaining the effective provision and the very good service they provide. This evaluation fully incorporates the views of children, parents, staff and other professionals.

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	EY366582
Local authority	Essex
Inspection number	907744
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	83
Name of provider	New Beginnings Nurseries Limited
Date of previous inspection	25/11/2008
Telephone number	02085085665

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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