

Eton Manor Children's Day Nursery

Eton Manor, Roding Lane, Chigwell, Essex, IG9 6BJ

Inspection date	20/03/2013
Previous inspection date	07/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are well supported during settling and transition at the nursery
- Children's independence skills are highly developed
- Strong partnership with parents and carers is promoted
- Effective systems are in place to maintain a highly skilled workforce
- Outcomes for children are very good due to the effective interaction by staff

It is not yet outstanding because

- resources and activities to develop children's knowledge and understanding of number are not fully promoted in the outside area

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Joint observations with manager
- Observations of activities in every room
- Documentation of planning assessment and observations
- Views of parents sought
- Discussions with manager and staff
- Documentation including policies and procedures

Inspector

Cheryl Langley

Full Report

Information about the setting

Eton Manor is an established nursery that registered under Bright Horizons Family Solutions Limited. It operates from nine play rooms and a central resource area, in purpose-built premises, located in Chigwell, Essex. It is registered for 118 children in total. It is registered on the Early Years Register and the Childcare Register. There are currently 157 children on roll. There are children in attendance who receive funding for early years education. Children attend for a variety of sessions. The setting supports children with special educational needs and English as an additional language. The nursery opens five days a week all year round. Sessions are from 07:30 until 18:30. The nursery employs 34 staff of which 31 hold an appropriate Early Years qualification with two others working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership. The nursery is accessible to all who require disabled access and has a mechanical lift which allows access to the upper floor.

What the setting needs to do to improve further

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

- incorporate more mathematical components in the outside area, for example number labels

Inspection judgements

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

Staff focus on children's individual needs, interests and experiences, to plan a varied, challenging and engaging educational programme which has depth and breadth across the seven areas of learning. Practice is consistently good and often outstanding. As a result, children are effective learners. They are enthusiastic, enjoy play and exploration and are beginning to develop strategies to create and think critically.

Children of all ages and abilities are supported, including those with special educational needs or English as an additional language. Valuable information is gathered at the outset to assess children's starting points. Staff have high expectations of children. Using detailed information of their prior skills, and a comprehensive knowledge of the child and their family, they combine effective observation, assessment and planning for each child's next step in their learning and development. As a result all children make good progress.

Babies and young children are well supported in a warm friendly environment. They form positive relationships and develop well personally, socially and emotionally. At this young age they explore their environment and begin to demonstrate a sense of self as an

individual, for example moving items independently and making choices in their play from well-resourced stimulating surroundings. Their physical skills are promoted. They enjoy using their senses and bodies to manipulate corn flour or balance and co-ordinate up-and-over apparatus. Staff are affectionate and attentive, they know the children well and respond to any unsettled periods they may have with care and sensitivity. Communication is developing well. Children respond to gestures and language. They take part in simple songs, understand words in context or simple sentences and follow instructions.

This level of care and development is apparent throughout the nursery with the older children too. They learn speech through clear modelling and actions by skilful staff. For example, 'squash' is demonstrated with playdough and children repeat the word 'fragile' after observing small delicately balanced toys. Knowledge and understanding of the world around them and how to solve problems is experienced during child initiated role play. Children explore the use of different vessels, plan instructions to convey the steps of a recipe and draw on their experiences to examine different family make-ups. Their enthusiasm is evident as they sing songs in French or join in the actions to a lively story. Children are adept at making marks and understand that writing is used to communicate. An interest in books is developed at an early stage and forms part of their learning at home. More able children recognise their own name and that of their peers. Mathematics is developed through the children's interests and daily routine. They use language to describe position, such as 'middle', or size and can count and recognise numbers. Some children are beginning to recognise the link to the time on the clock and their daily routine. However, this is not promoted as well in the outside area to help children match numbers, recognise numbers in the environment, or in sets and link this to an experience during play to aid understanding. Opportunities to develop physical skills are available throughout the educational programme with a wide range of varied and interesting resources. Children move around confidently, learning to co-ordinate and balance their bodies on stepping stones, up and over large apparatus or to negotiate space. Exciting play encourages exploration and concentration. For example, children observe the characteristics of frozen paint and water as it melts, discussing how temperature promotes changes and what they observe from watching and using touch.

Parents are involved in their children's learning and care at all levels. They work in partnership with the keyperson and other staff to contribute to their child's observation and assessment record. Home links with 'Play and Learning at Home schemes' to promote activities which encourage reading, language and mathematical skills or individual plans for a particular area of focus, support parents in this partnership and aid children's progress. Parents are regularly updated on their child's achievements.

From the outset when children are just beginning, or change rooms within the nursery as they grown and develop, are well supported. This is a joint effort between staff and parents and a particular strength. Staff work closely with parents and respond to children's individual needs to make sure the move to a new room is a positive one. Programmes are flexible to make sure children are confident and self assured when changes are made. Parents are engaged at every step and their views sought. This strong partnership between staff, parents and carers, provides an enabling environment where children learn and develop well. They feel safe and secure and learn to be strong and independent.

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

Children are well cared for. Staff follow their individual routines and work hard to meet their needs. This is supported by the positive relationships formed with the children, parents and carers. Good communication is provided in various ways to make sure it is accessible to all parents. Their wishes are respected and children are content because their dietary and health care are catered for. Parents provide positive feedback about the nursery and the information provided by staff.

Children are happy and enjoy their time at the nursery. Staff have a sense of fun and they use this to enthuse and encourage children. They are good role models and use appropriate strategies to manage children's behaviour. Children develop skills to manage their feelings and negotiate relationships in a kind and friendly way. Their self esteem is promoted because staff are interested in the children, acknowledge their achievements and give valid praise. Children are given responsibilities and their opinions are sought after to influence planning and reflect on practice. Interesting resources develop an understanding of the natural environment and the care of others. Children take part in the care of pets at the nursery observe the life cycle of mini-beasts and plants.

A particular strength of the nursery is developing children's independence. This is promoted throughout the learning programme as well as the daily routine and the life skills practised. For example, children become adept at feeding themselves, tidying away, washing their hands and dressing themselves. Different forms of communication are made available to ensure all children are included, able to make choices and inform staff of their needs. For example, children use photographs of resources and the activities available to choose play, or child friendly systems to indicate when they are going to the bathroom or wish to play outside. Children are able and confident when they begin school.

Children have fun taking part in physical play with a range of stimulating resources both inside and outside of the nursery. This may be from mixing ingredients to make play dough, learning how to cut with scissors, stepping and balancing on stepping stones or skilfully building with bricks to make a wall. Regular sessions of Yoga increase their understanding of how their bodies work, the importance of exercise and keeping themselves healthy. Children delight in forming their body into animal shapes to move and look like a butterfly, a spider or a giraffe. A healthy and balanced diet is provided with food freshly prepared on site. Drinking water is available at all times. Meal times are relaxed social occasions where children continue to learn through discussions and shared experiences.

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

Staff work well together as a team in this large nursery. They provide a warm and welcoming environment for children, their parents and extended families. High numbers of

staff hold a relevant qualification and all of them are aware of their roles and responsibilities. Their views are sought to evaluate practice and they work closely with the management team to drive improvement. As a consequence, the nursery meets the Early Years Foundation Stage safeguarding and welfare requirements to a high standard.

Safety of children is of paramount importance. Staff have robust and effective risk assessment systems which make sure all areas and equipment accessed by children on a regular basis are checked. Action is taken promptly to minimise any potential hazards. Staff deployment is well organised with the supervision and safety of children its prime purpose. High ratios are maintained at all times in all areas. Large numbers of staff have a current first aid and Food Hygiene qualification. Health and safety procedures are promoted throughout the building and through training and performance management. As a consequence, children are safe and well supervised at all times both inside and outside the nursery. Roles and responsibilities are defined through clear policies and procedures. The leadership and management of the nursery make sure high standards of safety are maintained. Spot checks are carried out to ensure procedures are implemented correctly and the risk assessment process is rigorous and robust.

Thorough vetting and recruitment procedures make sure only those suitable to work with children are employed. Staff have a good understanding of child protection and the procedures to follow should they have any concerns about a child or member of staff. A programme of training and updating of knowledge and skills is on-going to maintain a high standard of qualified and able staff.

Planning and assessment are monitored to make sure it is consistent, precise and displays an accurate understanding of all children's skills, abilities and progress. Appropriate intervention is sought for individual children or groups of children with identified needs so that all children have the opportunity to learn and develop. Children are well cared for and make good progress in this well organised nursery.

The Childcare Register

The requirements for the compulsory 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	EY385378
Local authority	Essex
Inspection number	909995
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	102
Number of children on roll	157
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	07/05/2009
Telephone number	0208 504 5040

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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
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M1 2WD

T: 0300 123 4234
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