

More Grace Day Nursery and Out of School Club

Eversley Leisure Centre, Crest Avenue, BASILDON, Essex, SS13 2EF

Inspection date	27/06/2013
Previous inspection date	29/09/2008

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

- Children make good progress, well documented through robust assessment and planning systems which identify their next stage in development.
- The children are eager to take part in the activities that are offered which develops their progress and engages their interest and enjoyment for learning.
- Children's well-being is effectively supported for entry to school with good links made with local primary schools and visits from teachers.

It is not yet outstanding because

- Professional supervision is not fully exploited to further develop practitioners' teaching skills so that they consistently use skilful questioning to extend children's learning.
- At times, arrangements for the deployment of practitioners do not always fully support children's learning to enable them to consistently access a wide range of rich, varied and interesting activities so that children make optimum progress in all areas of learning and development.

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

Inspection activities

- The inspector observed activities in the baby room, the two play areas and the outside learning environment.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and of information included in the setting's own parent questionnaire.
- The inspector conducted a joint observation with the manager.

Inspector

Suzanne Smith

Full Report

Information about the setting

More Grace Day Nursery and Out of School Club was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a room on the first floor of the Eversley Leisure Centre in the Basildon area of Essex, and is managed by Triple Jo Limited. The nursery serves the local area and is accessible to all children. It operates from three separate areas and there is a fully enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 66 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- develop further high-quality professional supervision based on robust evaluations of practice so that all practitioners make consistent use of skilful questioning to further extend children's learning
- develop the knowledge of practitioners so that they are deployed effectively at all times and able to consistently encourage children's access to a wider range of exciting and creative learning experiences.

Inspection judgements

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

The educational programmes are effective at covering the seven areas of learning and children are making good progress. The nursery compiles comprehensive 'learning journals' on each child, and observations are linked to the Early Years Foundation Stage. This shows the progress a child is making as well as highlighting the next steps in their development. Consequently, children are being exposed to an environment that challenges them and which enables them to make good progress in their learning. For example, in

the three to five year room the children practise writing their names using whiteboards and markers. During this activity, the practitioner is able to support them in their reading skills as she models the sounds of the letters in their name which the children then repeat and write. This means children are supported well in their acquisition of communication and language skills as they engage in an activity that requires them to listen, understand and follow instructions.

Practitioners are aware of where individual children are in their learning and understand how to progress them to the next stage in their learning. Although many practitioners use open-ended questions to extend children's learning, this can be further enhanced through the consistent use of skilful questioning by all practitioners to challenge children further and encourage them to work things out for themselves. The children develop mathematical awareness as they look at the wall displays and know the names of a triangle, a square and a circle. The resources supplied in the nursery contribute to children's learning. There are numbers displayed around the room developing children's understanding of number in everyday context. For example, signs in the home corner read '5 children can play here'. Parents also comment on how well their children are progressing at being able to count since coming to the nursery. The children are acquiring the skills they need for school and the next stage in their learning as they develop and use good listening and thinking skills. In the two- to three-year-old room, the learning is effective as the activities that are provided provoke children to explore and engage with interesting materials. The use of shaving foam encourages the children to use both arm and finger movements as they swirl the shaving foam around on the table. This is developing their physical and early writing skills. The children are smiling and completely engaged as they take part in these interesting activities, contributing to their personal, social and emotional development.

The activities that are provided are developed from a very good assessment of children's needs and interests. Children's starting points are gathered with parents when they come into the setting before children formally begin. This demonstrates good partnership working. The progress check at age two is completed and where a child is developing in an age bracket lower than their actual age, next steps are identified and plans put into place to support the child. The planned learning is also shared with the parents and further supports children's learning and progress at home. Practitioners learn key words in children's home language so that children who speak English as an additional language develop confidence as they hear words that are spoken at home. Practitioners listen carefully to the different ways that children communicate, in order to progress learning. In the two- to three-year-old room, a young child pulls the large parachute to play with and the practitioner is able to tap into what the child wants to do. In this way, the child develops his concentration and persists at an activity for a good length of time. During this activity, other children join in thereby fostering good peer relationships. Being able to listen and extend children's learning is supported as children are absorbed and engaged in the activity. The setting works hard to listen to children and also to develop children's listening and attention skills. The children eagerly join in and become engaged in a listening activity as they copy the body movements made by the practitioner. The children are displaying the characteristics of effective learning as they are thoughtful, engaged and motivated in their activities.

There is a very good key person system that supports all children, including those with special educational needs and/or disabilities, in their development and progress. The key person maintains the 'learning journals' and supports children's learning by observation and planning for next steps. Also used to support children's development are contributions from parents which feed into the assessments of the children. Further engagement with parents is developed through 'my day at nursery' sheets that detail what vocabulary the nursery is developing with the children, supporting literacy development. Also shared are the learning activities that have taken place during the day. These forms promote a two-way sharing of information and parents are also encouraged to complete them, sharing what the child has done at home.

Children are making good progress and they move onto the next stage of their learning with well-developed skills across all areas of learning.

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

The nursery staff are warm in their interactions with the children who come into the setting happy. The key person system ensures that the well-being of children is well catered for. At the 'build up' sessions before a child begins at the nursery, families are assigned a key person. The parents are asked to complete a 'settling-in' form which details important information about the child that includes details, such as their routine and their favourite food. The key person is then able to ensure that the child's well-being is supported.

Practitioners are good role models and have high expectations of children. The 'kind hands' displayed around the room show children what is expected of them. This also supports practitioners as they reinforce positive behaviour. The interaction of the practitioners supports children's personal, social and emotional development as they are reminded that other children have feelings. When the children are fascinated by an ant crawling across the floor the practitioner uses this as a learning opportunity to teach the children to care for the world around them by being kind and careful. Children are learning to be respectful of their surroundings as they receive stickers as rewards for tidying up the toys. The children learn how to manage their behaviour as they wait to receive their sticker and then find their individual poster to stick it onto. Children are being well supported in the development of their self-confidence and self-awareness.

Children move freely around the nursery and they are reminded how to keep safe by practitioners and through the bright posters on display. The toilets have large colourful painted pictures reminding children to wash their hands contributing to children's health and self-care. In addition, children regularly discuss how to make the area safe by not running and clearing away the toys so they do not trip over them. Children are learning to be independent about self-care.

The nursery largely uses fresh ingredients to make meals and following a suggestion from a parent, children now have fruit with their breakfast. Children are therefore learning how to be healthy and show they are aware of this as they say, 'I am healthy'. The group times for meals reinforce this message as they share healthy food together. The children are

included in making their food as they make and eat cakes. During a writing activity, the letters they are writing turn into a pear and then a banana skin demonstrating that children are aware of fruit names. After lunch, the children are confident to select and put on music. They move to the music and use the musical instruments contributing both to keeping healthy as well as exploring different media. A large area is accessible to children to promote their physical development and many photographs are displayed showing children engaged in physical activity. The children are happy and contented in their surroundings, greatly contributing to their well-being.

The environment is well resourced with activities provided that capture children's imagination and interest. Although children's interests are taken into consideration, this can be enhanced further by practitioners being deployed more effectively. For example, occasionally all practitioners are at one end of the room and so are not well deployed to fully support and extend children's play. The children are able to go outside and the outdoor environment supports children's physical development as they use the large wheeled toys. The water tray and chalkboard provide further interesting learning opportunities. Children take part in outings, such as picnics on the field next to the nursery. Children participate in charitable events, such as the 'Big Toddler' enabling them to learn about different communities and those less fortunate than themselves. These experiences support children's emotional well-being as they are being exposed to a range of different activities and learning environments. There are quiet and cosy areas for the children to rest, supporting their emotional well-being.

Children are supported in their transition into primary school with visits from teachers. A form detailing progress is also provided to new schools. These forms are also passed to other nurseries if a child moves to another setting. These practices support children's well-being as they reach different stages of their development.

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

The leadership and management are highly qualified and this is demonstrated through their knowledge and understanding of the Early Years Foundation Stage. They monitor the educational programmes by asking whether children are progressing in their development. The 'learning journals' showing children's progress are regularly assessed to ensure that practitioners are precise in their assessments of children. When they have concerns about children's development they do not hesitate to contact outside professionals. They also liaise with the area Special Educational Needs Co-ordinator when sourcing books for children who have English as an additional language.

Safeguarding is well understood by all members of staff who know what to do if they have concerns about a child. This is supported with robust policies and procedures that all staff read and sign each year. The premises are risk assessed and every morning a daily check is conducted to ensure the setting is safe. First aid certificates are in date and first aid qualified staff deal with accidents and incidents contributing to keeping children safe. The nursery has a comprehensive recruitment policy, and references and suitability checks are completed on new staff members. The setting has a thorough understanding of how to

safeguard children.

Thorough self-evaluation takes place and the views of the staff, children and parents feed into the strategy for improvement. One of the manager's current priorities for improvement is to encourage more parental involvement with the 'my day at nursery' sheets to further support children's learning. The staff have contributed to self-evaluation by evaluating what the children need in the role-play area. A further idea for improvement which was suggested by parents has been to have fresh fruit with breakfast and this has now been implemented. The manager therefore shows a good commitment to improving the setting.

The manager is aware of the importance of continuing professional development and has identified training with staff. Appraisals with staff members are conducted yearly and regular supervision meetings are held. However, there is scope to set time aside for professional supervision ensuring that a strong system is in place to help practitioners improve their knowledge and practice. The manager has a good grasp of what staff development is required within the setting and understands how to tackle under-performance.

Partnerships with parents are good and daily contact sheets are shared with them. They are also encouraged to attend sessions with their children which contributes to children's well-being and learning and development. The manager is fully aware of her duty to inform Ofsted of required information and of the responsibilities in meeting the Early Years Foundation Stage requirements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	EY374563
Local authority	Essex
Inspection number	878695
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	66
Name of provider	Olapeju Yetunde Olagundoye
Date of previous inspection	29/09/2008
Telephone number	01268 559788

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Type of provision

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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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