

Gascoigne Children's Centre Nursery

Gascoigne Childrens Centre Nursery, The Coverdales, BARKING, Essex, IG11 7HQ

Inspection date

01/07/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not followed the stipulated procedures when a child is injured, as required. This places children's health at risk.
- The manager has failed to provide support to staff to improve their understanding of how to follow nursery safeguarding procedures in future, as required.
- Not all staff use appropriate teaching and learning techniques to support children as they play.
- The literacy programme is not good enough. Books in one room are of poor quality; the range of reading materials is limited in another and staff do not manage story times effectively. Children are not gaining necessary skills for future learning.
- The quality of staff interaction with children is variable. Some staff supervise children rather than engage with them and extend learning by asking questions.

It has the following strengths

- Systems for supporting children with special educational and/ or learning disabilities are in place.
- Staff help build parents' understanding of how to support children's learning at home.

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 examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector held discussions with the manager and talked with staff.

Inspector

Caroline Preston

Full Report

Information about the setting

Gascoigne Children's Centre Nursery registered in 2011. The nursery is one of ten early years settings managed by Chestnut Nursery Schools (Newham) Ltd. The nursery is located in Barking, Essex in the London borough of Barking and Dagenham. There are three rooms and all children share access to an enclosed outdoor play area. There are currently 135 children on roll in the early year's age group. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register. There are 10 members of staff, all of whom hold early year's qualifications to at least level 2. The nursery receives funding for the provision of early year's education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- maintain a written record of injuries to children and inform parents as soon as possible after the injury has occurred
- ensure staff supervision sessions are provided to cover areas identified as staff weaknesses as these arise, so staff knowledge and understanding of the nursery's policies and procedures improves, with particular regard to procedures to follow when children have been injured
- improve the programme for literacy by providing an interesting range of reading material, including books in a suitable state of repair, and improve the management of story times. so children learn to love books in preparation for the next room they move to and the transfer to school.

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

- develop consistency across the staff team, so all understand how to engage well with children and know how to ask useful questions to extend children's learning
- develop better systems to evaluate the nursery's provision so that all areas for development are identified.

Inspection judgements

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

Most staff support children effectively through using good teaching and learning techniques. However, not all staff engage and stimulate children's development through play and interaction. Some staff supervise children and do not engage them in conversations or know how the type of questions to ask that takes children's learning forward. Nevertheless, most staff support children's communication and language development through talking and questioning children as they play, so children language acquisition develops overall.

Staff complete on-entry observations and assessments and on-going records to show children's progress. This means staff plan and support children to progress and achieve. Staff effectively support children with special educational needs and or/disabilities through identifying any specific needs. Staff use small picture cards, work stations and follow advice given to them from external agencies to help these children learn.

Parents are invited to be involved in their child's initial assessments. Staff work in partnership with parents in identifying what stages of development children are at when they start. Staff plan activities and offer generally suitable resources to promote language development. The programme for literacy development has weaknesses, however. Books in the toddlers' room are of poor quality. In the pre-school room the range of reading materials is limited with no poetry books, for example. In this room too, story times are not managed effectively. Children listen to a story altogether in a group of 35, and staff are unable to keep all children's attention. These shortcomings mean children are not learning to handle books carefully or to listen to stories carefully, in preparation for the next stage in learning.

Children enjoy a wide range of physical activities inside and outside as they play. Young babies climb through, over and slide down the small climbing apparatus. Older children play outside, they run, jump and ride wheeled toys. This is because staff provide a variety of activities and plan to support children's growing physical development.

Children play happily together in different sized groups, for example, during arts and crafts activities, so are building their social and emotional skills. Children use chalks in the garden to begin early writing skills; they also enjoy using pens and pencils to make marks. Staff support this interest by planning activities which include a range of writing resources.

Staff encourage children to develop mathematical skills through introducing some appropriate mathematical language, such as during water play. Children pour and 'measure' water during play. They use funnels, jugs and water wheels to explore capacity and find out about the properties of water through this exploratory play. Children use construction toys to build and solve problems. Staff provide a range of programmable toys which help children understand how things work. They develop creative skills as they use different media, such as glitter and glue to design pictures and sand to make patterns.

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

Staff bond well with children so that children form secure attachments and become confident and independent. Staff know the care routines of young babies and these are met effectively. Young baby's daily routines are followed to support their development. For example, staff take into account nappy changing times, mealtimes and rest times. Staff are sound role models; they are caring and affectionate towards the children. However, some staff are unaware of the procedures to follow when children are hurt or injured. This means that parents are not informed, as required. Children's good health may be compromised because parents may not know what course of action, if any, staff have taken.

Staff teach children boundaries of behaviour and these are reinforced, such as during the water play activity. Staff reminded children to share the toys in the water tray when they did not do this. Staff support children's understanding of healthy lifestyles through giving them opportunities for daily exercise and providing healthy foods.

Staff celebrate a range of different festivals with the children to support their understanding of diversity. Some resources are reflective of the wider world and help children acknowledge in a positive way the differences they have. Children take risks as small babies climb and slide down the slide. Outside children play robustly being aware not to bump into each other, which they are reminded of by staff. Children learn good hygiene routines as they wash their hands before eating and after using the toilet. Staff remind children why this is important. The nursery is well-resourced inside and outside which support children in preparing for school.

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

The provider has not implemented all the safeguarding and welfare requirements of the Early Years Foundation Stage, as required. The provider does not check that systems are in place so that any incidents involving children are recorded and reported promptly to parents, as required. Although supervision of staff does occur, the manager has failed to manage underperformance adequately through training, as required, to make sure staff know what to do in future to protect children's good health.

Staff show a understanding of child protection procedures, so are able to identify what would give them concerns about a child's welfare. They know what procedures to follow in this case. All staff have attended child protection training to update their knowledge and understanding. Staff carry out regular risk assessments across the nursery and remove any potential dangers to children's safety. As a result children are kept safe in the nursery.

The manager implements self-evaluation and improvements to the garden area have been made since registration, by installing new decking in the pre-school garden to enhance this area for children's play. Communications with parents have developed too.

Newsletters now explain fully to parents how they can support children's learning at home. Parents have also been invited to help in the garden, to develop the garden area further for the children. These actions show the staff team's determination to improve. Nevertheless, monitoring of the educational programmes has not identified all weaknesses in the programme for literacy. Parents are invited to view their children's progress records, so they know what learning has taken place. Strong links with external agencies helps with special educational needs and or/disabilities to get any additional outside help required.

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	EY436365
Local authority	Barking & Dagenham
Inspection number	922031
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	135
Name of provider	Chestnut Nursery Schools Limited
Date of previous inspection	not applicable
Telephone number	02087241539

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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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