

Cambridge Day Nursery Ltd

38 Cambridge Road, ILFORD, Essex, IG3 8LU

Inspection date	02/07/2013
Previous inspection date	10/09/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy their time spent at the setting and they are steadily making progress in all areas of learning and development.
- A good two-way flow of communication is in place with parents and processes are place to encourage parents to contribute to children's ongoing assessments, which promote continuity of care and learning.
- Positive relationships are developed with children to support their sense of belonging and babies benefit from close interactions.
- Children are interested and engaged in the indoor activities on offer and staff support children's lead and interests.

It is not yet good because

- Risk assessments are not robust enough to ensure potential hazards in the outdoor play area are effectively identified and minimised.
- Staff do not effectively plan outdoor experiences to meet the age and stage of development for babies while playing outdoors.
- Children's independent skills are not consistently promoted at mealtimes to fully support their self-care skills.
- The nursery has not established links with children's schools to aid their move on to school.

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 the staff and children during their play.
- The inspector sampled documents, including children's development records.
- The inspector completed a joint observation of the outdoor play with the manager.
- The inspector interviewed the manager and had ongoing discussions with management regarding practice throughout the inspection.

Inspector

S Campbell

Full Report

Information about the setting

Cambridge Day Nursery registered in 2007. It operates from a converted house in Seven Kings in the London Borough of Redbridge. Access to the building is at ground level. The nursery is open every weekday from 8am until 6pm for 51 weeks of the year. Children have the use of three play rooms, two of which are on the ground floor, accommodating older children, and one on the first floor, accommodating younger children. Children share access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 45 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children who speak English as an additional language. The nursery employs nine members of staff including the manager. All staff hold appropriate early years qualifications at levels 2, 3 and 6. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure there is a clear and well understood policy and procedure for assessing any risks to children's safety. These should identify aspects of the environment that need to be checked regularly, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

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

- provide opportunities to consistently promote children's independence at mealtimes by allowing them to serve their own foods and pour their own drinks
- establish links with children's school to support their transitions and readiness for school
- plan activities to meet babies needs and stage of development while taking part in outdoor play to provide an enjoyable and safe experience.

Inspection judgements

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

Children happily take part in a range of activities indoors that supports their learning. The established key person role ensures children's individual needs and interests are known and met. Staff gather information about children's starting points enabling them to build on what children already know. Staff undertake regular written observations and it is used alongside children's 'special books', which include photos. This means they are able to track children's progress and plan the next steps in children's learning. Observations inform planning and focused activities are undertaken to support groups of children. Children's language and communication skills are supported by staff as they ask children open-ended questions. Children take pleasure in describing their toast as warm and others are encouraged to describe how the shaving foam feels while taking part in sensory play.

Children are inquisitive learners and older children use more complex sentences to link their thoughts. While pointing to the manufacturer's make of adults computer children talk about their father having the same, and that they play spelling games, but do not know a lot of the spelling. Older children enjoy singing the alphabet song. They are able to recite the alphabet in sequence and use phonics confidently for each letter. Staff have recently introduced 'Mr Duck'. Children take it in turns to take Mr Duck home and share their experiences at circle time with the friends. This enables children to use language in a positive way.

Children's awareness of numbers names are promoted. Children enjoy singing nursery rhymes, such as 'five little monkeys. Staff use this as an opportunity to ask children "how many are in the bed"? Children enjoy singing number songs using props to support their understanding of simple additions and subtractions. While playing with a toy octopus children enjoy counting the legs and can count up to eight and beyond in the correct sequence. Children confidently sing the 'hello' song stating 'hello' in six different languages. For example French, German, Hindi, Japanese, English, Spanish. This helps support children's understanding of people and communities. Children attending the setting are from varying cultural backgrounds. Staff speak a range of languages enabling them to support many home languages spoken by children. For example, Hindi, Punjabi and Portuguese. There are displays in children's home language enabling them to develop a positive sense of belonging.

Treasure baskets are used to help babies explore their senses. Staff support babies play by engaging within them at their level. They smile with pleasure at mobiles and closely observe while staff blow bubbles. Mirrors are placed where babies can see and as a result they happily smile and babble at their own reflection. Children enjoy taking part in role play activities to support their imagination, such as a doctor's kit. Children take part in a range of art and craft activities to promote their creativity.

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

Children are cared for in a warm, welcoming and friendly environment. Staff have a secure understanding of children's individual needs because useful information is obtained to ensure they are met. Children's dietary requirements are displayed. Their placemat include relevant information about dietary needs enabling them to receive the correct foods. The menu has been revised in partnership with the nutrition coordinator and cook. As a result children benefit from receiving nutritious balanced meals, which contribute to their good health. On a whole children's independent skills are supported through everyday routines. However, more able children's independent skills are not consistently supported to serve themselves and pour their own drinks to effectively promote their self-care skills. Children are well behaved. While playing with their friends they talk about sharing is caring. This means they are developing a positive understanding of right from wrong.

Babies are comforted by staff when upset and they have developed secure attachments with staff. Throughout the day they receive lots of warmth and affection to support their confidence enabling them to explore their surroundings with ease. Babies enjoy playing with the water tray and splashing the water allowing them to see the effects of their movements. Children enjoy daily outdoor play to support their well-being. Children happily dig in the compost using child sized garden tools and others enjoy looking at books with their friends. Older children spend time playing with the sand and staff add water to further support their play and as a result children inform staff that they are making sand castles. Others enjoy placing their containers in the kitchen and inform staff that they are making apple crumble. However, staff do not ensure that resources are suitable to meet the needs of babies while playing outdoors.

Children's transitions are positively supported when moving to another room. Transition meetings are held with parents enabling them to gain an understanding of the routine and meet children's key person and staff. Reports are completed for those children going to school, which allow school staff to gain an understanding of children's learning and development. Graduation ceremonies are planned to celebrate children's milestone, which promotes their sense of pride. However, links have not been established with school staff to effectively aid children's move onwards.

Staff follow suitable hygiene practices to promote children's good health. While serving children's food and changing younger children they wear gloves and aprons. In the main children receive support to develop good personal hygiene, which minimises the spread of cross infection. Children and staff practice the emergency evacuation procedures on a regular basis. This helps children to become familiar with the routine in the event of an emergency.

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

Staff demonstrate a sound understanding of child protection issues, procedures and their role in acting upon concerns, which promote children's welfare. Staff ensure accidents that occur at home are documented support children's well-being. Relevant documentation is

well maintained and readily available for inspection. Staff are appropriately deployed and the staff to child ratios are maintained to generally promote children's welfare. Daily risk assessments are undertaken for areas used by children. However, they are not robust enough to ensure potential hazards are effectively identified while babies play in the garden. For example, children learning to walk access thin colouring pencils, children's scissors and an unsecure clothes horse used at the kitchen back door as a safety gate. The lack of an effective risk assessment is a breach of a legal welfare requirement.

Through ongoing appraisals and supervision staff's performance is monitored and supported. Staff are actively encouraged to attend training to support their professional development, which promote positive outcomes for children. For example, transitions, equality and diversity, special education needs and nutrition. Additionally, staff have designated roles and responsibilities that contribute to the sound management of the setting, such a nutrition, health and safety, behaviour management and safeguarding coordinator.

Through observations and meetings with staff the quality of teaching and learning are monitored. There are processes in place for reflective practice and it is used alongside action plans. The action and recommendations made at the last inspection has been addressed. Since the last inspection a key persons system have been implemented, staff have attended Early Years Foundation Stage training, revised systems for planning has been implemented to support children's interests and the garden has been refurbished. Realistic goals are made and the setting is working towards the further development of the garden, the review of policies and procedures, and empowering staff. However a further action was set following a recent investigation visit from Ofsted which requires a named deputy capable of deputising for the manager to be in place. However, this has been addressed.

Staff have established good relationships with parents. Parents feedback approvingly of the nursery and state they are feel confident leaving children and going to work, they are kept informed of children's progress, they are fully aware of children's key worker and children are eager to go to nursery. Staff value parental contributions, such as using fathers' expertise to refurbish the garden. Parents are effectively encouraged to attend informal gatherings, such as a breakfast morning, Mother's Day tea party and Father's Day lunch. Parent's views are welcomed and as a result of feedback changes have been made to the menu with parental input. Parents contribute to children's, learning and ongoing assessments through the effective use of daily diaries, communication link sheets and ongoing summary of progress reports including review meetings. Management are currently working towards the implementation of a group of parent representatives to informally work in partnership with management. Although, there are no children attending the setting with special educational needs and/ or disability staff demonstrate a sound understanding of working in partnership with parents and others to support children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)**

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment so the premises and equipment: at least once a year, and immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified riskss (compulsory part of the Childcare Register).
- undertake a risk assessment so the premises and equipment: at least once a year, and immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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	EY346992
Local authority	Redbridge
Inspection number	900756
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	45
Name of provider	Cambridge Day Nursery Ltd
Date of previous inspection	10/09/2012
Telephone number	0208 598 8059

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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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