

East London Childcare Institute (Deanery Road)

22 Deanery Road, Stratford, London, E15 4LP

Inspection date	12/07/2013
Previous inspection date	25/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 strong relationships with staff. Therefore, they are keen to learn and rapidly grow in self-assurance.
- All children are confident in communicating with the staff and each other. As a result, children's vocabulary is developing at a good pace.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting are good. Consistent practices are used to monitor practice and provision for children's care and learning. Safeguarding measures are a particular strength in the setting.

It is not yet outstanding because

- Although some resources are in place to teach children about technology, they are not used consistently to enhance this area of their development.
- Although children have good opportunities to develop most aspects of their physical development, staff do not use everyday activities to consolidate their use of tools.

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 activities in the main playrooms and the garden.
- The inspector spoke with the manager, a representative from head office and staff at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning documents, the self-evaluation form and a selection of policies and procedures and children's records.
- The inspector observed safeguarding practices and looked at the setting's safeguarding policies and procedures.
- The inspector carried out a joint observation with the manager.

Inspector

Rebecca Hurst

Full Report

Information about the setting

East London Childcare Institute (Deanery Road) is one of four registered provisions run by Newtec East London Childcare Institute (ELCI). It re-opened under the management of ELCI in 2005 and operates from a purpose-built building. There is access to bathroom facilities, a small kitchen/laundry and an office. There are two separate, outdoor play areas, one for babies and one for older children, both are secure and enclosed. It is situated within a residential area of Stratford in the London Borough of Newham. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. There are currently 47 children in the early years age group on roll. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery mainly serves parents who work in and around the area, and students attending the Newham College of Further Education. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery is registered on the Early Years Register and employs 15 staff, including the manager, who all hold appropriate early years qualifications, from level 2 to the manager's degree.

What the setting needs to do to improve further

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

- enhance children's physical development by, for example, providing more opportunities for them to practise using tools

- provide greater opportunities for children to develop their understanding of the world by exploring, observing and finding out about technology.

Inspection judgements

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

The quality of teaching is good; as a result, children are progressing well towards the early learning goals. Planning is effective in promoting children's learning and development. Staff identify the next steps for children's learning and use these, their interests and views from the parents to plan effectively for their future learning. Staff track the children's progress using appropriate guidance. This is used successfully to identify whether children require support with their learning and development. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents so they can see the progress their children have made. Given the children's starting points, they are

making good progress and are gaining the skills they will need for their future learning.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows children to think about the answers and older children use descriptive words to describe the story line. Children show confidence in communicating and are developing their vocabularies and spoken language well. Staff support very young children well with emerging skills such as walking or crawling. They make sure floors are kept clear to allow children to practise this new skill and develop their physical skills.

Children have access to some resources to promote their knowledge and understanding of technology. They play with items such as walkie-talkies, and they also have a computer available, although these are not switched on. Because they are not in regular use, children's opportunities to explore, observe and find out about technology to develop their understanding of the world are somewhat limited.

Children of all ages thoroughly enjoy creative activities. Staff adapt each activity to the children's interests. More- and less-able children are all able to learn through the activities due to the good quality support from the staff. Children gain good learning experiences through mixing different textures, such as paint powder, lentils, and dried pasta. Staff use open-ended questions to ask the children to describe what they can feel and what they are making. This greatly enhances the children's vocabulary.

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

Children are happy and settled in the care of the staff. They have secure bonds with the staff, which builds their self-esteem and their confidence. Children enjoy snuggling up to staff for cuddles, reassurance and support.

Staff work with the parents well to settle their children into the nursery. They familiarise themselves with children's interests and use these to settle children in. Staff help to prepare children well for school. They teach children how to dress and undress, and the routines they will have when they start school, which helps to prepare them well for this move.

Children learn about keeping safe through the staff's effective support. For example, they teach them about tripping hazards, as well as being careful when using scissors and how to use them safely. Children also participate in regular fire drills. This helps children to understand what to do in an event of an emergency.

All mealtimes are social occasions when children sit and talk with staff about their play and what they have been doing at home. Staff sit with the younger children and support their emerging independence. Older children set the tables and help to give out the plates to the children. Children serve themselves their meals. Staff talk about the benefits of healthy eating. Physical development and independence are nurtured in most activities. However, during snack time, staff prepare the fruit for the children when children could

practise using tools to do this themselves. Staff model healthy eating to the children as they eat with them. Children have daily opportunities for exercise in their garden areas, which promotes their physical development well.

Staff use resources well to promote the majority of the areas of learning. The resources are all stored so that children of any age can freely choose the resources in their room to further enhance their learning and development. This also helps to promote the children's independence. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Given the children's ages and stages of development, they behave well.

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

The manager is fully aware of how to meet the safeguarding, welfare and the learning and development requirements. Safeguarding is a key strength in the setting. Staff have a secure knowledge of the safeguarding and child protection arrangements. Staff are proactive in following the setting's safeguarding policies and procedures and know them well. Visitors, including parents, are stopped from coming into the setting if they are using their mobile phones, and parents are not left alone with other children anywhere in the setting. Detailed risk assessments are completed to enable children to play in a safe learning environment. Robust recruitment procedures are followed to check the suitability of staff working with the children. All staff are appropriately vetted, and the relevant details are recorded and logged to show when checks were carried out.

Staff have regular appraisals. These allow the manager to keep track of staff development and to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. Staff are effectively deployed around the nursery to maintain ratios and to keep children safe. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. All staff are fully involved in all aspects of the evaluation to bring about improved outcomes for children. Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well.

The provider's self-evaluation process is good. The manager works with staff and the local authority early years team to work through development and action plans to develop the provision. Staff involve the parents by gathering their views on the service provided. Their views are then fed into future plans for improvement. This shows that staff are responsive to the users of the service that they provide.

Staff work closely with the parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with parents if they have any concerns about their children's development. Staff also work closely with

other agencies that are involved in the children's care. This provides continuity of care and learning for the children, including those with special educational needs.

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	EY310135
Local authority	Newham
Inspection number	926736
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	47
Name of provider	Newham Training & Education Centre
Date of previous inspection	25/02/2009
Telephone number	0208 5195843

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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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