

# Hope Immaculate Nursery

Rents & Enforcement Unit, 25 Moorey Close, Stratford, LONDON, E15 3JP

## Inspection date

29/07/2013

Previous inspection date

15/03/2012

## 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

- Staff welcome children and treat them with respect and kindness. As a result, children are well settled and comfortable in the nursery.
- Staff provide nutritious food for children, to support their health, and children enjoy mealtimes.
- The manager and the registered person work well together, to support staff and make improvements to the nursery practice. They are able to make positive changes to benefit children.
- Staff have a clear understanding of child protection matters and are clear about how to promote children's safety in the nursery.
- The nursery has taken positive action to improve the deployment of staff and supervision of children, following an incident at the nursery.

### It is not yet good because

- The nursery has failed to meet a requirement of The Statutory Framework for the Early Years Foundation Stage, and the Childcare Register, to keep a written record of all complaints received, how these were investigated, and the outcome of the investigation.
- Staff do not always use questions well to fully promote children's language development and critical thinking skills.

- Staff do not always fully encourage parents to become fully involved in their children's learning and development, for example by suggesting activities that parents can extend 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.

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 spoke to the registered individual and the manager about the running of the nursery.
- The inspector observed children inside and outside.
- The inspector looked at planning documents and discussed planning with the staff.
- The inspector spoke to staff and parents about the nursery.

### **Inspector**

Naomi Brown

## Full Report

### Information about the setting

Hope Immaculate Nursery registered in 2011. It operates from a converted, one-storey building in West Ham in the London Borough of Newham. Access to the building is at ground level, directly from the adjacent footpath. Children have the use of three playrooms and share access to a secure, outdoor play area. The nursery is open from 7.30am until 6.30pm, all year round. The nursery receives funding for free early education for two-, three-, and four-year-olds. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Currently, there are 39 children on roll in the early years age group. A team of seven staff is employed to work with the children. All staff who work directly with children hold relevant early years qualifications. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

### What the setting needs to do to improve further

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

- keep a written record of any complaints, and their outcome

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

- enhance how staff use questioning with children, so that children have plenty of time to answer questions to further support their language and critical thinking skills
- enhance the information shared with parents about things that their children can and cannot do, to support more shared learning experiences between nursery and home.

## Inspection judgements

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

Children in the nursery make suitable progress in all areas. They enjoy opportunities to explore activities that respond to their learning needs and staff have an appropriate understanding of the progress of the children in the setting. Staff gather a suitable range of information from parents when children first join, about things that their children can and cannot do. There are opportunities for parents to speak to staff about their children's progress and staff share children's learning records with parents regularly. However staff

do not always take opportunities to suggest activities that parents can extend at home, to encourage children's best possible progress. For example, while staff identify gaps in children's learning appropriately, and plan well to close these gaps in the nursery, they do not provide focussed activities for parents to continue at home, to help tackle these gaps more quickly.

Staff use a range of appropriate methods to teach children to develop their communication and language skills. For example, babies enjoy opportunities to sing and to take part in the actions to 'twinkle, twinkle little star.' Older children enjoy speaking to their friends and staff as they play. However, staff do not always make good use of open questions, or give children plenty of time to reply when speaking, to fully promote children's language and critical thinking development. For example, during an activity to make dough, children enjoy mixing flour and water, oil and salt. Staff encourage children to explore the flour, and to describe the feel of the mixture on their hands. However, staff do not extend this activity to ask children to predict what will happen when they add more flour, or more water to the mixture, in order to think critically about the consequences of things that they do and explain this in words.

Staff use opportunities inside and outside to extend children's physical skills. All children enjoy playing in the outside area. They take turns to slide down the slide, to climb the ladder and to ride in toy cars and on bikes. Younger children develop confidence in their walking skills as they hold on to their key person's hand and walk between resources that are spaced far apart to encourage them to move. Staff support younger children to climb the steps of the slide as they put one foot, and two feet on the step. As a result, young children are confident to tackle challenging steps and surfaces.

Children settle appropriately in the nursery. They know who their key person is and they enjoy spending time with staff they know well. Younger children are appropriately wary of strangers and seek comfort from their key person when there are new people in the nursery. Children enjoy playing with their friends. They work well together in groups and behave well, demonstrating that they feel safe in the nursery.

Children enjoy opportunities to count in everyday activities as staff encourage them to build towers and count the blocks they have used. Children follow instructions well. They are able to select construction blocks by colour and enjoy adding them to their tower. Staff encourage children to use mathematical language as they compare towers, and state whether one is larger or smaller than the other. Children enjoy using their early writing skills. Staff provide opportunities for children to make marks on paper and in sand and dough, as they learn how they can make different shapes using stencils and their own pencil marks, identifying things that they have drawn and learning to make the shapes of letters. These are useful skills to support them as they move to school.

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

Children are well settled as they have made suitable friendships with their key person and other children in the setting. Children cooperate well with each other and share resources.

Staff plan group activities for children to look at books together, to throw balls to each other and to sit together at mealtimes. As a result, children work well together and are happy to play with their friends.

Children have suitable opportunities to develop an understanding of healthy lifestyles. Staff encourage children to follow hygienic routines as they wash their hands before eating and after messy play. Staff gather information from parents about children's nutritional needs so that menus meet these needs. Menus take into account children's religious or cultural preferences and any allergies and intolerances so that children are protected in the nursery. Children enjoy their food, they cheerfully state 'we're having vegetables' as they tuck in to spaghetti and vegetable sauce. They enjoy pointing out carrots and peas in their meal and discuss how drinking milk makes you strong. Children clearly enjoy their food and are able to understand how eating healthy food, supports their good health. Staff plan time each day for children to play outside in the fresh air and to exercise all of their bodies during free play and group activities. As a result, children enjoy positive opportunities to support their health and well-being. There are suitable procedures in place to support children who are potty training, to encourage them to be independent in the nursery. Nappy changing procedures have recently been reviewed, to ensure that these meet the needs of all children who attend and so that children are all changed enough times in a day.

Staff provide resources at children's level so that they can safely and independently choose things to play with. During free play time, children enjoy looking for their favourite things, exploring books they know and choosing from the toys on offer. This means that children are able to be independent. Staff praise children's achievements. There are lots of examples of children's work on the walls and the nursery areas reflect the interests and achievements of children who attend. This supports children's developing self-esteem and helps them to feel welcomed and at home in the nursery. Staff promote positive behaviour as they show children how to behave. As a result children cooperate with each other and are kind to their friends. Staff use supportive procedures to encourage children to make smooth moves to school. For example, teachers from children's new schools have visited the nursery and staff have taken children to visit their new schools. This means that children are able to feel positive and secure in their move to their new place of learning.

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

The inspection took place as the result of concerns received by Ofsted about the supervision of children, the management of accidents, nappy changing procedures, and communication with parents. The inspection found, that following an incident, the provider and manager have taken appropriate steps to improve staff deployment so that children are well supervised in all areas of the building. Also, accidents have been recorded and managed appropriately to protect children. There are sufficient staff in place who have been trained in paediatric first aid to treat children safely in the case of an accident. However, the provider has failed to implement their complaints procedure correctly and also, they have not recorded complaints received in writing, or recorded how these have

been investigated. This is a breach of the requirements of The Statutory Framework for the Early Years Foundation Stage and the Childcare Register. The provider is required to take action to meet this requirement.

The manager, the registered person and staff have a suitable understanding of how to safeguard children in their care. For example, they follow a suitable safeguarding procedure to report and record any concerns they may have about children in their care. Also, staff are knowledgeable about signs and symptoms that would cause them concern. They are able to monitor any issues that may arise and are well placed to protect children in the nursery. Recruitment and vetting procedures are sound, and staff undergo various checks before they can work at the nursery. These enable the management to demonstrate that staff are suitable to work with children, to promote children's safety.

The manager and registered person have appropriately addressed several areas of weakness in the nursery to improve practice for children. They have carried out recent risk assessments to address identified weaknesses in staff deployment, and as a result, children are better supervised. Also, the nursery have recently joined a local quality assurance scheme, to enable them to set more effective action plans in place to drive further improvements. The manager has focussed well on areas for improvement from the last inspection. For example, she has improved planning to support a better balance of child and adult-led activities, and staff use improved methods to gather information from parents to support continuity of care for all children. The manager is well-qualified and experienced and she has achievable goals for the nursery in the future. She has implemented a clear monitoring system for staff, and she regularly observes their practice, to identify any training needs. She monitors children's assessments and planning for individual children, and as a result, there have been improvements in the way that staff use their observations of children to plan for their next steps.

There are suitable systems in place to promote positive partnerships with other settings that children attend. Staff work with teachers and other professionals involved in children's care to provide them with appropriate continuity. The manager has improved links with parents as she has implemented feedback forms, parents' evenings and communication books so that parents are encouraged to share more information about their children. As a result, staff have a range of useful information about the children in their care, to meet their needs appropriately. However, partnerships with parents have not been extended to giving parents ideas of things to do at home, for example by extending activities or themes that are in place in the nursery.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- keep a written record, for a period of three years, from the date of any complaint including the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register)
- keep a written record, for a period of three years, from the date of any complaint including the outcome of the investigation and the action the provider took in response (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

<b>Unique reference number</b>	EY434061
<b>Local authority</b>	Newham
<b>Inspection number</b>	928798
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	69
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Elijah Rotimi Oloye
<b>Date of previous inspection</b>	15/03/2012
<b>Telephone number</b>	0207 9983600

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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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