

Lanterns Nursery

Unit D, Great Eastern Enterprise Centre, 3 Millharbour, LONDON, E14 9XP

| | |
|--------------------------|------------|
| Inspection date | 05/08/2013 |
| Previous inspection date | 21/02/2013 |

| | | |
|--|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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

- Staff have a good knowledge of the Early Years Foundation Stage. They use observation and assessment well to plan for children's next steps in their learning.
- Children have secure relationships with their key persons, which helps them to feel safe, settled and ready to learn through play.
- Partnerships with parents are positive, which supports children's continuity of care routines between home and the nursery.
- Children enjoy daily access to the enclosed garden area, which supports children's good health and well-being.

It is not yet outstanding because

- Some creative activities are not well planned and do not always offer achievable and appropriate challenges for the younger children.
- Staff miss some opportunities to promote children's pre-writing skills through play, for example, role play.

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 children playing in the indoor and outdoor environments.
- The inspector spoke to managers, staff and children.
- The inspector sampled some children's learning journals, child records and planning.
- The inspector conducted a joint observation with the manager.
- The inspector checked risk assessment, policies and procedures.

Inspector

Sue Mann

Full Report

Information about the setting

Lanterns Nursery registered in 1995 and transferred to its new premises in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned nursery and operates from a converted building in the docklands area within the London Borough of Tower Hamlets. Access to the building is at ground level and children have the use of several rooms on the ground floor, including four large base rooms. The children have access to a dance studio, music room and an arts workshop. Children share access to an indoor soft play area and a secure outdoor play area.

The nursery is open from 8am until 6.15pm every weekday for 50 weeks of the year. There are currently 150 children on roll within the early years age range. The nursery provides funded early years education for three year olds.

The nursery employs 35 members of staff, of whom 28 hold appropriate early years qualifications to at least level 3. The manager has achieved the Early Years Professional status. 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 further improve the quality of the early years provision the provider should:

- develop creative activities for the younger children so they offer appropriate and achievable challenges

- increase opportunities for children to develop their pre-writing skills through play, for example, role play.

Inspection judgements

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

Staff show a secure understanding of the learning and development requirements for the Early Years Foundation Stage and support children well. Staff use observations to see what children can do and record each child's progress in their learning journals. This information enables key persons to plan appropriate next steps in children's learning and development. Information that parents provide about what their children can do when they start at the nursery, means that staff have clear records of individual children's

starting points. Staff use this information to build on what children already know and can do. Consequently, children receive good support and make consistent progress in relation to their starting points. Staff demonstrate a clear understanding of the importance of the two-year progress check to identify any concerns in children's learning and development. The necessary documentation is in place, and used well to enable staff to carry out these checks when children are between the ages of two and three. This means that any additional support children may require can be put into place, therefore, all children are ready for the next stage in their learning or their move to school.

Parents receive daily verbal and some written information about what their children have done and any achievements they may have reached. Consequently, parents are well informed about their children's progress and are able to continue supporting their children at home. This helps to support children to make good progress in relation to their starting points.

Children are offered a wide range of activities, some in their own rooms and other activities which take place in defined areas. For example, they have a soft play room, creative room and a dance studio, which all children make use of each day. Children's base rooms have a good range of resources, which enable children to move and combine resources to enhance their play. Children are able to develop their imaginations as they play in the role-play areas in each room. Older children enjoy pretending to be doctors, patients and receptionists. They have a range of resources, such as a telephone, bandages and plastic stethoscopes. Consequently, children enjoy using their imagination and social skills to play with one another, taking turns in the different roles. However, staff do not offer children various writing equipment such as notepads, diaries and pencils to support their pre-writing skills through play, for example, so children can write prescriptions and book appointments. Younger children enjoy making 'music' with a range of pots, pans and spoons. Staff support this by modelling how to bang the pots and sing songs, which helps children to develop an understanding of rhythm.

Children have many opportunities to enjoy wide range of creative activities in the creative room, including play dough and painting activities. However, staff do not always ensure that activities planned are achievable for the ages of the children. For example, toddlers struggle to hold balls, and paint them in order to roll them on the paper. This means that staff end up painting the balls for the children, and at times the balls 'shoot' out of children's hands and end up on the floor. Consequently, children do not gain the intended learning outcomes and lose interest. Staff support children's communication and language well. Staff consistently use open-ended questions when interacting with children, which enables children to think their answers through and make connections between different parts of their life experiences. For example, children talk about what their play-dough shapes look like, and make connections between what they are making and what the end result should look like. Staff learn basic words in children's home languages, which enables them to support children who speak English as an additional language. In addition, staff who speak additional languages are able to support children who are finding communicating difficult.

Children have a small enclosed garden area, which staff ensure all age groups access daily. Staff take resources out with them to enhance children's enjoyment of the fresh air.

Due to the space limitations, there is no room for any larger play equipment, so staff use their imaginations to encourage children to move about and develop their physical skills. For example, staff blow bubbles, which encourages the children to jump up and try to burst individual bubbles.

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

The key person system works well to help children to feel settled and happy in the nursery. Children freely approach their key person for warm, loving and consistent cuddles or reassurance. Therefore, children's personal, social and emotional development is effectively supported and children are ready to learn through play. Time spent at the beginning of any new care arrangement or the move to a new age range, enables staff to find out what children's interests and starting points are. Consequently, staff provide resources which they know new children will be interested in. This helps children to settle through familiarity in the environment and separate easily from their parents.

During the day, children receive individual and consistent care from their special person. For example, babies enjoy snuggling in for cuddles as they wake up from their naps. This helps to develop children's self-confidence and self-esteem. Children behave well in the nursery. They respond to staff politely as staff model the use of good manners when interacting with each other and the children. Consequently, children learn how to take turns and share resources with each other. Children learn how to protect themselves in the event of an emergency, as they take part in regular fire drills. All children, except the babies, have their meals in the dining room, and this provides children with the social experience of eating their food with their friends and being able to chat about what they have done, or enjoyed. The nursery employs a cook, who prepares freshly cooked meals for the children. Children develop a good understanding of the importance of leading healthy lifestyles as they have fresh drinking water accessible at all times, and are provided with healthy, balanced and nutritious meals. Staff ensure that they are aware of children's dietary needs through child records forms, and regular checks with parents. This means that children are not given any foods, which could cause allergic reactions or are against cultural preferences. Effective hygiene routines, ensures that children wash their hands before eating and after personal hygiene routines. In addition, regular access to the outdoor play area helps children to develop a sound understanding of the importance of fresh air and physical exercise.

Staff have links with local schools, and other day nurseries. This enables the sharing of information about children between settings to ensure continuity of children's care routines. In addition, links with external professionals, such as speech and language therapists and special educational needs advisors means that children with special educational needs and/or disabilities are well supported. Consequently, all children make consistent progress towards the early learning goals and the next stage of their learning.

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

The manager shows a clear understanding of the safeguarding and welfare requirements. She ensures that all staff understand the importance of knowing what to do should they have a concern about children or their families. Consequently, children are safeguarded well at the nursery. Recruitment procedures for staff are rigorous and robust, which means that staff complete all the necessary checks to ensure that they are suitable to be working with children. The manager uses a three month probation period to observe and monitor the performance of all new staff. In this period, they are not able to change children's nappies, attend to their personal hygiene needs or be left alone with the children. All staff are fully aware of and implement these procedures to make sure unvetted adults do not have unsupervised access to children. Staff communicate well with one another to ensure that any new staff are not left alone, or asked to change a nappy. Systems in place, means that after three months, staff who have successfully completed the probation period are then deemed suitable to be in sole charge of children. Thorough induction and monitoring systems ensure that all staff are aware of the policies and procedures of the nursery, and where relevant documentation is kept. The premises are hygienic and fit for purpose.

Staff are vigilant in ensuring that parents do not use their mobile phones on the premises, as a small number of parents continually try to use their phones in the corridors of the nursery. Staff and the manager react quickly and politely ask the parents to stop using their phones. In addition, newsletters and posters around the nursery remind parents that mobile phones are not allowed. Staff carry out clear risk assessments and daily checks, which work well to help ensure that the nursery is safe for the children who attend. All required documentation is in place to support children's well-being and maintain confidentiality.

Regular supervisions, appraisals and team meetings mean that staff are able to discuss any concerns they may have about their own practice or a child in their care. In addition, supervision enables staff to request any additional training needs that they feel they would like. This includes attending training to improve their qualifications. Consequently, staff are able to develop their professional practice and support the continuous improvement of the nursery. Team meetings take place monthly, and enable staff to put forward their ideas for the improvement of the nursery and the environment. Parents are also able to put forward their views, which enable plans for improvement to be drawn up. Current areas for improvement, include developing an area outside to enable the babies to have their own outside space.

The manager understands her responsibility for implementing the learning and development requirements, which she does well. She plays an active part in monitoring the children's learning journals and planning, which ensures staff are correctly identifying what stages children are at and whether they are being supported appropriately. Therefore, children make good progress in their learning and development as the support each child receives meets their individual needs. Partnerships with parents work well to support children's learning and development. Parents receive good information about their children's learning, which enables them to continue to support their children at home. This helps all children to make good progress and to be ready for the next stage in their

learning or the move to school. Wider partnerships work well to support any children who have special educational needs and/or disabilities. Consequently, children enjoy their learning through self-initiated and purposeful, planned play.

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 | EY372099 |
| Local authority | Tower Hamlets |
| Inspection number | 925992 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 101 |
| Number of children on roll | 150 |
| Name of provider | Lanterns Schools Limited |
| Date of previous inspection | 21/02/2013 |
| Telephone number | 02073 630951 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

