

# Abbs Cross Day Nursery 4

Lowen Road, Rainham, Essex, RM13 8QD

<b>Inspection date</b>	27/08/2013
Previous inspection date	09/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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's communication and language development is well supported through staff's effective use of questioning techniques and allowing children time to think their ideas through.
- Partnerships with parents ensure continuity of children's care routines and the two-way flow of information to support their learning and development.
- The management team have a clear understanding of the safeguarding and welfare requirements, which means that children are well cared for in a safe and secure environment.

### It is not yet good because

- Staff do not always provide the youngest children with a very wide range of interesting and stimulating resources for exploratory and messy play.
- The babies do not have many opportunities to explore a wide range of different styles of books, as there is a limited selection for them to look at and share with adults.

## 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 staff, the management team and parents.
- The inspector observed staff interacting with the children in the indoor learning environment.
- The inspector conducted a joint observation with one of the management team.
- The inspector looked at a variety of records including children's learning journals and planning documentation.
- The inspector sampled a range of safeguarding documentation, including risk assessments and policies.

## Inspector

Sue Mann

## Full Report

### Information about the setting

Abbs Cross Day Nursery Mardyke registered in 2007. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four privately owned nurseries. It is situated in Rainham in the London borough of Havering. The nursery operates from three rooms in a purpose-built building. Children have access to an outdoor play area.

The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. There are currently 40 children within the early year's age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The setting supports children learning to speak English as an additional language. The nursery also supports children who have special educational needs and/or disabilities. The nursery employs 11 members of staff, all of whom hold appropriate early years professional qualifications to at least level 3. There is a graduate senior management team, including one who holds early year's professional status.

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

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

- provide a wider range of resources for the youngest children that stimulates investigative and exploratory play more effectively to sustain their interest.

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

- develop the range of books available for the youngest children to enable them to make choices as to what they would like to look at or share with an adult.

## Inspection judgements

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

Staff show a secure knowledge of how to support children to make consistent progress in relation to their starting points. Staff carry out regular observations to find out what children can do. In addition, staff gather information about children's starting points, which means that staff can plan activities and experiences which supports children's next steps in their learning and development.

Overall, staff plan activities which respond to children's emerging interests, which means

that children generally enjoy their learning through play. In the older children's rooms, staff provide a wide range of play activities for children to choose from. However, staff do not provide such an interesting range of resources for the youngest children particularly resources that focus on exploratory and messy play. This means that some younger children are not always well engaged in their play.

Staff encourage all children to express their views through circle times and key person discussions, which enables them to have a say in what they would like to do. For example, the oldest children are enjoying a new topic about transport and put forward suggestions that they would like the role-play area to be a ship. Staff and children work together to create resources, such as a ship's wheel and anchor to enhance their imaginative skills as they pretend to be at 'sea'. This approach helps older children to enjoy their learning through relevant and interesting activities and experiences.

Staff use clear questioning techniques to help children to make sense of their learning. For example, staff support children as they play in the sand, by asking children if the sand in the bucket is heavy or light. This helps children to gain an understanding of mathematical ideas such as how much objects weigh, as well as making connections between filling up buckets to make them heavy. Staff encourage the children to think about how heavy the bucket is after they tip out the sand to make the sandcastle. The babies enjoy listening to the staff sing songs to them, responding by moving their bodies to the rhythm. Children of all ages are able to learn to enjoy reading and looking at books. All rooms have book areas, which means that children can be able to relax and enjoy looking at books with their friends or an adult. However, the selection of books for the youngest children are limited, which means that they do not have as much choice as to what they are able to look at.

Children are well supported as they prepare to move between age groups as their key persons move with them. This ensures that children have continuity of care routines and are able to explore the new room from the security of their familiar adult. Consequently, children move smoothly into the next age group and are ready to learn. Staff support the oldest children well to ensure that they are ready for school. Staff help children to learn how to write their name, through the use of songs and rhymes which helps them to learn what sounds each letter makes. This helps children to gain confidence by being able to write their names on pieces of work they complete.

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

Overall, the key person system helps to ensure that all children have a special person to turn to should they be upset or in need of a cuddle and reassurance. Babies have a gradual settling-in period which means that they are able to get to know their key person and their new surroundings. This approach helps babies separate easily from their parents. Older children are happy, confident and outgoing and respond well to the consistent and supportive care offered by staff. Children show they are settled and feel safe as they interact easily with staff and the other children. Older children confidently put forward their ideas when making models, which staff acknowledge and encourage the

ideas further by making suggestions as to what the children could do next. This enables children to begin to learn to make decision about their activities and take responsibility for their learning. Consequently, children are confident, and are prepared for the next stage in their learning or the move to school.

Generally, children behave well in the nursery. Older children follow staff's instructions. For example, to go and wash their hands and then sit down to have a drink and a bite to eat. The nursery staff work alongside external agencies to provide care for children with more challenging behaviour. This helps staff to understand how to manage differing behaviours appropriately. This works effectively overall.

All children enjoy daily fresh air in the garden area. Children are able to use their imaginative and physical skills as they pretend to drive the wooden bus, or hide in the 'hobbit hole'. Staff included the children's wishes as to what they would like in the garden. As a result of the discussions, a stage to perform on was built, which means that children can pretend to be the 'next big thing' as they sing and dance on the stage. The babies have their own separate play area, which means that they can play in safety, away from the older, more active children. This supports children's good health and well-being.

The nursery uses an external catering company to provide the hot meals for the children. Staff provide snacks and tea from the on site kitchen. The manager works closely with the company to ensure that all children's dietary requirements are met and that children are able to enjoy a varied range of healthy, balanced and nutritious meals. Children enjoy spaghetti bolognese and yogurt for dessert, while crackers, salad and fruit provide children with light tea before going home. Staff ensure that any dietary needs children may have are recorded on the children's record forms and are on lists in the rooms. This means that children are not given any foods that may cause allergic reactions or are against cultural preferences.

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

There is a strong management team who work hard to establish a safe and welcoming environment for all children. The team demonstrate through discussion and available documentation how they meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, all staff show a clear understanding of what they would do should have a concern about a child in their care or a member of staff. In addition, safeguarding procedures are regularly brought up in staff meetings and training sessions, which ensures that all staff have up-to-date knowledge. Managers are fully aware of how to work with external safeguarding agencies should the need arise. Risk assessment and daily visual checks are used well to ensure that the nursery is safe for the children who attend. Procedures for dealing with, and recording accidents are suitable and well-understood by staff.

The management team ensures that recruitment procedures are robust. Consequently, all new staff completes the necessary checks to be suitable to be working with children. Full

identify checks are completed prior to staff working with children. In addition, references are taken up from previous employers or further education institutes to further verify the suitability of staff. Rigorous induction procedures and monitoring during probationary periods helps to ensure that all staff are aware of the nursery's policies and procedures. Regular supervisions and appraisals supports staff to understand their roles and responsibilities and request any additional training they would like. Therefore, all staff work well to promote positive outcomes for all children.

The nursery manager and management team use reflective practice well to formulate clear action plans which promote the continuous improvement of the nursery. They use staff feedback at meetings and parent questionnaires to find out what is being done well, and what can be done to improve the setting. On-going action plans support children with special educational needs and/or disabilities are constantly reviewed to ensure that each child's care is specific to his or her needs. The management team have successfully met recommendations made at the last inspection.

All children's record forms and documentation are in place to support children's well-being and maintain confidentiality. The management team monitor the quality of observations that the staff make, which means that staff are able to plan appropriate activities to support children's next steps. Consequently, children are ready for the next stage in their learning or the move into school. Children are able to meet their teachers prior to going to school, as the nursery has links with the local schools. This means that teachers are able to come to the nursery to spend time with the children, observing them in their familiar surroundings. This is especially important for children with behavioural or special educational needs and/or disabilities as teachers are able to see what children can or cannot do. Therefore, children's move into school is smooth and supports continuity of their learning and development.

Staff work to promote positive partnerships with parents. A range of information is available to parents about the nursery, and what their children have done during the day. In addition, parents are able to join their children for breakfast club, which is held once a month. Parent workshops and special celebration days such as 'dad's day' further encourage parents to spend time with their children at nursery. Parents are invited regularly to view their children's learning journals and chat to their key person. This enables parents to put forward any views that they have about their children's learning or development. External partnerships work well to support children with special educational needs and/or disabilities. Consequently, staff are able to seek specialist advice to help children make consistent progress towards the next stage in their learning.

### **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

<b>Unique reference number</b>	EY347545
<b>Local authority</b>	Havering
<b>Inspection number</b>	927580
<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>	50
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Anne-Marie Paul
<b>Date of previous inspection</b>	09/10/2012
<b>Telephone number</b>	01708 55 98 04

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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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