

Chadwell Heath Nursery

Resurrection Life Centre, Rear of 31-33 High Road, ROMFORD, RM6 6QJ

Inspection date	04/09/2013
Previous inspection date	03/12/2012

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

- Staff have a secure knowledge of the Early Years Foundation Stage. They understand their roles and responsibilities and as a result promote children's welfare and learning successfully.
- Staff use observations and assessment well to plan for children's next steps in their learning. Therefore, children make consistent progress in relation to their starting points.
- Children's communication and language development is well supported through staff's effective use of good questioning techniques and allowing children time to think their ideas through.
- Children are happy, settled and have good relationships with their key person. their personal, social and emotional development is promoted well.
- Partnerships with parents work well to provide continuity of children's care routines and the good two-way flow of information helps to support their learning and development.

It is not yet outstanding because

- Role-play areas are not inviting as staff have not fully considered how to maximise the opportunities for children to use their imaginations in role-play situations.

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 learning environments.
- The inspector checked daily attendance registers for staff and children.
- The inspector talked to children, staff and the management.
- The inspector sampled a range of documentation including information for parents and children's records.
- The inspector sampled a range of documentation including risk assessments and safeguarding policies and procedures.

Inspector

Sue Mann

Full Report

Information about the setting

The Chadwell Heath Nursery (formally the RLC Community Resource Centre) registered in 2009. The nursery is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. It operates from the Resurrection Life Centre, Romford, in the London Borough of Barking and Dagenham. There is an enclosed garden area which all children share.

The nursery receives funding for free early years education for two-, three-, and four-year-old children. Currently there are 130 children attending in the early years age range. The nursery operates from 7.30am to 6.30 pm Monday to Friday, 50 weeks a year. The after school club operates from 3pm to 6.30pm Monday to Friday during the school term, and the holiday play scheme operates from 8am to 6.30pm Monday to Friday during school holidays. There are 37 members of staff, of whom 15 hold an appropriate early years qualification. Six staff hold Early Years Professional status and one is a qualified teacher. The nursery supports a number of children who have special educational needs and/or disabilities. It also supports children 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:

- improve the range of resources available for children to enable them to use their imaginations and explore their ideas in role-play areas.

Inspection judgements

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

Children are well supported in their learning and development as staff have a secure knowledge of the Early Years Foundation Stage framework and the learning and development requirements. Staff observe children at play to see what they can do and record each child's achievements in their learning journals. Staff assess children's progress regularly and use the information they gather to plan play activities and experiences that build on children's interests and achievements. Consequently, all children enjoy their learning through play. For example, when children show an interest in messy play, staff plan a range of experiences including playing with dough, painting and water. Staff use details on children's record forms to identify children's starting points and their routines at home, which helps staff to plan relevant and meaningful activities from the outset. Therefore, children settle in easily and are ready to learn through planned, purposeful play.

Overall, children access a wide range of resources, which support the seven areas of learning and development. Resources are easily accessible to children as they are kept in low-level shelves and boxes. This means that children are able to choose what they would like to play with, and add additional resources as they wish. Each room has an area which is available for children to use their imaginative skills in 'home based' role-play. However, these areas are under used as they do not 'invite' children to go and play in them. This is because, role-play areas are not set up to look appealing to children, and most of the resources are in boxes and baskets which the children rarely access. The garden area is a popular place for the children, as it has been well set out and has areas for different types of play. For example, one area has climbing equipment and another is set up for play cars and bicycles. There is a natural area, with bark chips, in which children can enjoy using their co-ordination skills to move from one stepping stone to another. Staff make good use of all of the areas of the garden as they take activities outside to the children. For example, children and staff enjoy a singing session, accompanied by a member of staff playing a guitar. The staff and children sing, clap and move to the infectious rhythms of the music, which encourages even the youngest children to respond by moving their bodies in time to the music.

Staff support children's communication and language development well using a range of techniques. Staff use song to highlight changes in the routine, such as tidy-up time or a meal time. This encourages children to sing along and thereby develop their vocabulary. All staff use good questioning techniques effectively, as they support children's investigations through play. For example, staff ask the children what will happen to materials such as play-dough as they roll and manipulate the dough. This helps children to think through what they are doing and make connections such as 'this is what my mum does when she cooks' as they roll out the dough.

Partnerships with parents are positive as both parties work well together to play an important part in helping children to make progress in relation to their starting points. Staff share information with parents as they collect their children at the end of the day. In addition, parents have opportunities to comment about any learning or development achievements that they have seen at home. This helps staff to plan activities which extend children's current learning and helps them to enjoy their learning. Staff have systems in place to monitor and assess children's progress between the ages of two and three, as required. This means that staff are able to promptly identify any concerns in a child's learning and development and put in place appropriate support for them.

Children with special educational needs and/or disabilities are able to make consistent progress in relation to their starting points. This is because, staff work closely with their parents and the special educational needs co-coordinator to plan for each child's learning and development at an achievable level. This supportive approach helps to boost children's confidence in their own abilities and therefore, they make good progress towards the next steps in their learning. There is a vibrant cultural community who use the nursery, and consequently, there are many children who attend speak a range of different home languages. Key persons work alongside parents to support children for whom English is not their first language. They learn key words in children's home

language to help them feel valued.

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

All children receive warm, loving and consistent care from the dedicated and supportive staff. This helps children to develop feelings of security and belonging to the setting. Children arrive happy, eager to play and separate from their parents easily. Children have good relationships with their special person, which means that they have a familiar adult to turn to should they feel uncertain or need a cuddle. In addition, the key person 'buddy system' which the nursery put in place after the last inspection, means that children always have someone to turn to, if their special person is not there. Consequently, all children are happy and settled and ready to learn through play.

Babies enjoy the attentive care of the staff who work above the required adult to child ratio to ensure that all babies' needs are well met. For example, one member of staff sits and reads the babies stories in the cosy book area, while another is supporting a child who is settling-in. Two children are being helped to make marks in a mixture of sand, water and paint by their key person, which means that they are able to use their fingers to create patterns in the mixture. Other babies who are not engaged in these activities receive equally good support as they go about their play. This supportive approach enables babies to form secure bonds with their carers as they spend quality time together.

Children in all age ranges behave well as staff consistently use clear rules and gentle reminders to help children manage their own behaviour. Some of the pre-school children are based in an upstairs room which means that they have to use the stairs to access the garden. Staff use clear and consistent rules to support children to manage their own safety on the stairs. This means that children are able to confidently and safely move around the nursery. Staff ensure that they are good role models when talking to each other and the children. Therefore, children see and hear staff modelling good manners. Consequently, children are polite when talking to each other and the staff.

The children regularly spend time in the garden together. This enables children who are due to move into older age ranges are able to see their new key persons and the children they will be with. Key persons spend time with children in their new rooms, which means that children can come familiar to the new room and routine easily. Meetings are held for parents prior to children moving into a new room, which means that the parents are able to meet their new key person and pass on any relevant information. Therefore, children move easily from one age group to another and are ready to learn through purposeful, planned and free play which reflects their interests and is familiar to them.

Children develop a good understanding of the importance of leading healthy lifestyles through a good diet and plenty of fresh air. The nursery employs a cook, who caters for all children's dietary needs, allergies and cultural preferences. Children are given fresh fruits for snacks, and enjoy a range of cooked meals, which reflect the cultural diversity of the nursery. The babies' needs are met as they have their meals pureed, mashed or chopped according to their own stages of weaning. All children are offered fresh drinking water

regularly, which means that they can have a drink if they are thirsty.

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

The management work hard to ensure the smooth running of the nursery through the effective use of clear policies and procedures. They ensure the safeguarding and welfare requirements of the Statutory Framework of the Early Years Foundation Stage are well met. Staff have a good understanding of their responsibilities to implement safeguarding policies and procedures, which means that they know what to do should they have a concern about a child in their care. In addition, regular staff meetings cover safeguarding children, which ensures that staff have up-to-date knowledge of the guidelines and who to turn to should they need advice or guidance.

The nursery ensures children's safety while they are in the nursery. There is a buzzer and camera entry systems in operation to help ensure the security of the premises. This ensures that only known parents and staff are able to enter the nursery. The identity of visitors is effectively checked. There are comprehensive risk assessments and daily visual checks in place to ensure that all potential hazards to children are identified and minimised. Staff carry out checks on the indoor and outdoor learning environments prior to the children arriving each day to ensure that children can enjoy learning and playing in a safe environment.

The manager ensures that the requirements for the number of staff to children are maintained, as daily checks are carried out on children's attendance to manage staff deployment well. This means that all children's needs are well met, as there is generally more than the required number of staff in each room. Additional staff are on call to support the nursery through staff holiday and illness. All new staff are vetted and thoroughly checked through robust and rigorous recruitment procedures. Consequently, all staff are suitable to be working with children. Clear supervision and monitoring systems work well to support staff and identify any additional training needs that would help individual staff's performance.

The nursery uses self-evaluation to monitor the effectiveness of the educational programmes and the environment of the nursery. Parents are encouraged to put forward their views verbally, through the suggestion box or on the questionnaires the nursery sends out. This helps the management to seek the views of the service users and enables them to formulate plans for the continuous improvement of the nursery. Current plans for improvement are to increase the staff's knowledge of caring for children with special educational needs and/or disabilities and to make more use of the sensory room.

Comments written on parent questionnaires indicate that parent partnerships are positive and work well to support children's learning and development. Consequently, all children make good progress towards the next stage of their learning or the move to school. Parents confirm that the range of information available to them helps them to understand and support their children's learning and development at home. Staff provide daily

feedback and suggestions at the end of each day, which enables parents to extend or consolidate their children's learning. This consistent and supportive approach helps children to make consistent progress towards the early learning goals and the next stage in their learning and development. Staff have links with many of the schools in the locality as they collect school children and transport them to the after school club. Teachers come and meet the children who are due to move on to school. It also helps parents to understand what it will be like when their children go to school and how they can continue to support their children's learning and development.

The nursery has links with many external professionals including speech and language professionals and local authority childcare advisors. This enables staff to seek advice and guidance if they have any children with special educational needs and/or disabilities. Professionals work closely with key persons to help support individual children and develop educational plans appropriate to their stages of learning and development. This ensures that all children are ready for 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

Unique reference number	EY390650
Local authority	Barking & Dagenham
Inspection number	934568
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	130
Number of children on roll	113
Name of provider	RLC Community Resource Centre
Date of previous inspection	03/12/2012
Telephone number	02085 977 111

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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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