

Yardley Forest Nursery

66 Yardley Lane, LONDON, E4 7RS

Inspection date

Previous inspection date

26/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The deployment of staff and effective key person systems help to ensure that children are supervised well.
- Staff plan a wide range of activities that children enjoy and learn from.
- Staff actively encourage children's creative development.
- Children receive healthy and nutritious foods that help them to develop good eating habits.
- Good partnerships with parents and external agencies promote children's good care and well-being.

It is not yet outstanding because

- Some of the books in the toddler and pre-school rooms are not well maintained to fully support their literacy development.
- Children have not yet had opportunities to visit and explore their local community to thoroughly develop their understanding of the world around them.

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 interviewed the manager.
- The inspector observed the staff interacting with children and children interacting with staff and their friends.
The inspector sampled a range of documentation, including the register of attendance, policies, staff records, the record of the risk assessment, assessment records and activity plans.
- The inspector interviewed parents.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Yardley Forest Nursery registered in 2013. It operates from a converted house in Chingford in the London borough of Waltham Forest. Children use four rooms, of which two are located on the first floor. There is a garden for outside play. The nursery is open from 7.30am until 6.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. There are currently 49 children from 10 months to three years on roll. The nursery provides education for funded three and four-year olds. The nursery supports children with special educational needs and/or disabilities.

There are 15 members of staff, 11 of whom hold appropriate early years qualifications to levels 2, 3 and 4.

What the setting needs to do to improve further

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

- develop the book area to provide more books that are well-maintained and more appealing to children to further encourage their literacy development
- provide opportunities for children to go out on trips to different parts of the community to enable children to become familiar with the features of their environment.

Inspection judgements

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

Staff plan a broad range of purposeful activities and experiences that motivate children to discover, learn and have fun. This is because staff know about children's likes, needs and interests. Staff also consistently carry out observations and assessments of children's achievements. They also use their notes to plan for the children's next steps, which they successfully link to activity plans. Consequently, children are progressing well in their learning and development. Staff provide an enabling learning environment where children can access equipment easily and safely. For example, toys, equipment, books, water and sand tray are placed at children's height. This promotes children's independence and enables them to make choices about their play and learning.

Babies' communication and language skills are developing well because staff speak clearly, repeat words, label objects and sing rhymes to help build on their vocabulary. Children speak confidently to their friends and adults. They talk openly about themselves, including what they like to play with in the nursery. Children learn to count through planned activities and during practical situations such as, counting the number of cups on the table. Children see number lines indoors and this helps to reinforce their recognition of numbers. Staff introduce mathematical language in daily routines, play and activities so that children learn to understand and use mathematical vocabulary in everyday conversations. For example, staff read stories that include positional language, and play ball games using words such as, 'under', over, 'up' and 'down'. Children listen attentively to stories. Young children are beginning to respond and participate in story time sessions. This is because staff encourage them to repeat words and ask them to make sounds. All children have access to a variety of books in their rooms, however, some of the books are not well looked after, particularly in toddlers and pre-school rooms are torn and a few books have missing pages. This means that they are not always attractive to children, to thoroughly underpin their literacy development.

Children learn to count through planned activities and during practical situations, such as counting the number of cups on the table. Overall, staff appropriately promote children's understanding of their world. For example, staff provide regular opportunities for children to experiment with natural materials, such as, twigs and leaves and acorns in the play area. Staff help to build children's confidence and skills using the computer. Staff also provide opportunities to develop children's awareness of cultures, such as celebrating American Independence Day. Some older children have opportunities to visit the local school next door in preparation for their move to the school in the near future. However, staff do not encourage children to explore and understand their local environment through trips to the local area,

Staff set up a wide range of opportunities to support babies and children to apply paint, to print using different objects and investigate contrasting materials. For example, children are developing techniques for painting with paint brushes, straws and glitter. They are also developing an understanding of using sponges, shapes and other objects to make prints. Staff support babies and young children to use their fingers and hands to make marks in paint. Staff have organised an area for arts and crafts which is available to children and allows them to choose materials independently. Children select straws, pipe cleaners, lolly pop sticks, glue and paper to make a collage of mixed materials. Babies and children have many opportunities to observe, touch and feel contrasting materials ranging from wool, wood and feathers. Staff also put babies to sit and play in a colourful ball pool. These activities help children explore colour, texture and space and learn to be creative.

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

Children arrive happily at the nursery and they are keen to try out a range of activities. Consequently, children are gaining a good attitude to developing a range of skills in preparation for future learning. New children settle very well because staff are warm, friendly and attentive to their needs. Also, key persons stay close by for in the event that

babies and new children need comfort and reassurance. This supports children's emotional wellbeing and enables them to feel secure. Children's behaviour is generally good. Staff manage children's behaviour through simple explanations that help children to understand what is expected of them. Children are learning to cooperate with each other through gentle reminders from staff to share and take turns during activities and games. Children benefit from the praise and encouragement they receive from staff, enabling them to develop good self-esteem. Staff show that they value children's contribution as they display children's work throughout the nursery. Staff help children learn to take responsibility for keep themselves and others safe as they explain why children must not wave scissors around and only use it to cut papers and materials for collage work.

Staff monitor babies food and drink intake and children's nappy changes to help ensure that children remain healthy. Staff check and record the room temperature to help ensure that children play and sleep in comfort. The staff's effective daily cleaning routine enables children to play in a clean and tidy environment where they learn the importance of good personal hygiene. This promotes children's physical wellbeing. The manager and cook monitor the menu in order to provide a variety of food and cater to children's dietary needs. Children enjoy eating sweet and sour chicken and noodles for lunch. The four week menu indicate that children are given a healthy, nutritious and balanced range of foods that includes fresh vegetables, roast chicken, pasta dishes, lamb stew and vegetarian dishes as an alternative to meat. Children learn about healthy lifestyles through discussions and topical themes on healthy eating. For example, children take part in making a collage of healthy foods and they also try out a varied range of tropical and seasonal fruits such as, kiwis, blueberries and dragon fruit. Children enjoy daily physical exercise outdoors that contributes to their good health. They use a range of equipment including climbing frame, tricycles, hoops and balancing blocks to develop their balance and coordination. Children's small hand movements are developing well as they practise using scissors for cutting and holding pencils and crayons for making marks.

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

Children's welfare is safeguarded because the nursery's recruitment procedures are rigorous and include relevant checks, such as disclosure and barring services, completed health questionnaires and references. This helps to ensure that children are cared for by suitable staff. The nursery has an appropriate induction programme for new staff so that they become familiar with the policies and procedures to promote children's wellbeing. Staff have a good knowledge and understanding of child protection issues and they are very clear about how to proceed if they have any concerns about the safety and wellbeing of a child. Staff carry out daily risk assessments in all areas that children come into contact with in order to identify and minimise potential hazards to children. The majority of the staff are qualified to administer first aid. This means that children can receive appropriate care should they sustain an injury. All required documentation for the health and wellbeing of children and also for the safe management nursery are in place, confidential and well maintained.

The effective deployment of staff enables the adult to child ratios to be met and also the care supervision of the children throughout the day. The manager has clear aims for the nursery and staff are made aware of these aims through their involvement with the nursery's self evaluation process and during regular staff meetings. This enable staff to work well as a team and provide a balanced curriculum programme for children. The manager and senior staff members update their knowledge by attending training courses. The manager also encourages staff to enrol on relevant childcare courses. In addition to this, staff receive support through attending supervision sessions. This helps to ensure that all staff have sufficient knowledge of current child care practices to promote children's care and learning. The staff have a good understanding of The Statutory Framework for the Early Years Foundation Stage and they show a very clear understanding of their role in supporting the children in their play and learning. As a result of this, all children are progressing well in their learning and development.

The staff have formed good partnerships with parents. They gather important information before children are placed in the nursery and this helps to ensure that children's individual routines are in place immediately. Staff complete a daily diary for parents of babies and children giving information about daily care routines, food and drink intake and activities. This helps to promote continuity of care between home and nursery. They also work together with parents to share information about children's individual progress check and encourage parents to contribute to their child's assessments. Parents comment favourably about the care their children receive from the nursery. They say that their children are developing well and that the staff are welcoming and friendly. Parents also praise that their children bring work home from the setting and that they also see their child's art work on wall display. The nursery also encourages parents to share their views through system for their comments and suggestions. Parents' written comments indicate that they are very satisfied with the care their children receive from staff. Staff have good partnerships with external agencies and this enables them to fully support children with special educational needs and/or disabilities. They also work closely with schools, which is beneficial to children in helping them prepare for their move to school.

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	EY462880
Local authority	Waltham Forest
Inspection number	933697
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	49
Name of provider	Pemberton Childcare Limited
Date of previous inspection	not applicable
Telephone number	02085244648

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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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