

Green Lane Pre-School & Day Nursery

510 Green Lane, Goodmayes, Ilford, Essex, IG3 9LH

Inspection date	27/09/2013
Previous inspection date	21/04/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- An effective key person system helps children form warm and secure attachments, promoting their well-being and ensuring they feel happy and safe.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children are protected.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.
- Staff have high expectations for the children in their care and are skilled at providing activities that support each individual child's needs. As a result, children are effectively challenged and make good progress towards the early learning goals.

It is not yet outstanding because

- Systems in place for staff to receive mentoring and coaching does not always support them to improve their knowledge and understanding. As a result, there is a slight variation in staff ability to use on going observations to assess their key children's level of development.

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's play and staff interaction.
- The inspector and manager undertook a joint observation.
- The inspector talked with available staff and held discussions with the management team.
- The inspector looked at documentation, including a representative sample of children's records, staff supervision and suitability records.
- The inspector sought the views of parents.

Inspector

Sharron Fogarty

Full Report

Information about the setting

Green Lane Pre-School & Day Nursery registered in 1998. It is situated in large converted premises on a main road between Seven Kings and Goodmayes, and is close to local parks and other amenities in the London Borough of Redbridge. Children have access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open all year round Monday to Friday from 8am to 6pm. At the time of inspection there were 70 children in the early years age group on roll. The nursery provides full and part time day care and is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. A team of 12 staff are currently employed at the nursery and all of them hold an appropriate childcare qualification.

What the setting needs to do to improve further

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

- improve the supervision systems in place for staff, providing more opportunities for them to receive effective coaching to further improve and shape their professional development.

Inspection judgements

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

Staff have a secure knowledge of how children learn through play and the quality of teaching is good. The nursery is bright and inviting, and all children have easy access to a wide range of stimulating resources, both inside and outdoors. Specific zones have been developed in the playrooms with a focus on investigation. This means that children are motivated and keen to explore their environment. Young children eagerly delve into sensory materials and enjoy the feel and texture of, for instance, cooked pasta shapes. The staff model a playful and curious attitude. This encourages children to experiment and find out what happens when materials such as, shaving foam and glitter are mixed. Staff have high expectations for the children in their care and are skilled at providing activities that effectively support their achievements and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and fun.

Staff understand the importance of outdoor learning as they extend the indoor learning environment into the garden. Children eagerly participate in a range of learning

experiences that support their curiosity and imagination. For example, children use a variety of empty cardboard boxes to turn themselves into 'robots'. They combine long tubes at different heights to roll balls along and make walkways out of milk crates. The staffs' good interaction supports children in developing their language and communication skills. They ask children questions to make them think and give them the time to express their views. Children learn about the rules of conversation as staff encourage them to listen to each other. They are particularly keen to share their ideas during role play activities. Staff repeat words back to the youngest children so they hear correct pronunciations. Staff use effective strategies to ensure all groups of children achieve well and provide additional support when required. For example, one-to-one support for children with special educational needs. Activities are organised to suit the children's most effective learning styles and all their contributions and efforts are treated very positively by staff. Different languages and cultures are reflected in the resources and activities on offer. This ensures that all children feel valued; including those with English as an additional language, and equality and diversity is promoted.

Staff obtain detailed information from parents about children's starting points on entry to the nursery. They consistently work alongside parents so that children's on going needs are fully understood. Parents receive regular information about their children's progress so they can support their child's learning and develop at home. Staff have successfully implemented the required progress check for children when they reach the age of two years and share these with parents. This means that staff promptly identify when children are progressing well or if progress is less than expected, so that any additional support from outside agencies can be secured without delay. There is a good key person system that supports all children in their development and progress. The key person maintains the 'learning journals' and supports children's learning by observation and planning for next steps. Although, there is some minor inconsistencies across the staff team in the quality of information provided in children's development records. The observational assessments sometimes reflect this variation.

Staff ensure children have the skills, attitudes and dispositions they need to be ready to make the move into school. Children are becoming increasingly independent. Staff arrange resources so children can easily access them and make choices about what they wish to play with. Children recognise their names on place mats and at self-registration. They link sounds to letters and many attempt to write their own names on their artwork. Children look at books for pleasure and enjoy sitting together in the well-stocked and cosy reading area. They also listen with excitement as staff skilfully engage them in stories. Children develop a 'can do' approach to problem solving and cooperatively work together.

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

Children and babies are happy and content as they enjoy the relaxed atmosphere and attentiveness of the staff. They form warm bonds with their key persons. Plenty of hugs and cuddles are offered when children become uncertain or upset. Staff caring for babies are sensitive and attentive to their individual needs. Photographs of children's families and pets are displayed to help children feel content and give them a sense of belonging.

Effective settling-in procedures are in place when children begin attending the nursery. They make a number of visits, based on their individual needs, before staying for the whole session. Good quality information is gathered from parents, such as specific medical needs, routines and comforters. This ensures there is continuity in children's well-being and welfare needs. When children move between rooms and with other providers the children attend are carefully planned to make sure children are secure. Older children are fully prepared for the school environment because staff make sure they are confident and well prepared socially. Therefore, continuity of children's care is assured.

Children's behaviour is good because staff value what children do and have high expectations of them. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Older children know the boundaries of good, safe behaviour and demonstrate their helpful, co-operative social skills throughout the nursery. Staff gently talk to children about safe play and there are good strategies in place for managing unwanted behaviour and children respond well. Children demonstrate by their behaviour that they feel safe in the nursery as they move around freely in the indoor and outdoor spaces. They also regularly practise fire drills so they know how to swiftly evacuate the premises in an emergency.

Children's health is protected because good standards of cleanliness are maintained throughout all areas to help prevent the spread of infection. Outdoor shoes are not allowed in the areas where babies crawl and play and staff wear gloves and aprons for food preparation. Children know to wash their hands before eating and after using the toilet. As a result, they are quick to alert staff when they think their peers may not have followed the same routine before meal times. Nappy changing or toileting accidents are sensitively and hygienically dealt with. Staff also sing and chat to babies when changing their nappies to help them feel relaxed and content. Children are protected further because all staff hold first aid qualifications and appropriate levels of staff ratios are maintained throughout the nursery. Children enjoy a varied and nutritious menu at meal times. Food is prepared on site and a carefully balanced menu plan ensures that children try new foods and make healthy choices. Staff are extremely well aware of any allergies or special dietary requirements so that children's individual needs are met.

Staff place great emphasis on learning outdoors so children can discover the benefits of a healthy lifestyle. Children learn about where food comes from as they have opportunities to dig, grow and tend plants they can eat. Children demonstrate their good physical skills because staff promote this area of learning well. Older children balance and jump on the assortment of low level planks in the garden and also exercise with hula hoops and by kicking and throwing balls. Younger children freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the wide range of interesting resources.

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

Management and staff have a very good understanding of their roles and responsibilities in keeping children safe. Staff are fully aware of the procedures to follow if they had a concern about a child's welfare or member of staff's practice. All the necessary documentation for the safe and efficient management of the nursery is in place. Clear and well-written policies and procedures are effectively implemented by staff, and shared with parents. This ensures that all aspects of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are understood and met. Management complete the necessary background checks to ensure staff are suitable to work with the children. Students are never left alone with children and all members of staff are subject to Disclosure and Barring Service checks and records of these are kept. Thorough induction procedures are in place to support new staff to fully understand their role. Management deploy staff well and maintain the required ratios, resulting in them supervising the children effectively to promote their welfare. Sufficient well-qualified bank staff are available for times when staff undertake training or are absent. Accidents are efficiently managed and documented, and parents appropriately informed. Risk assessment and daily checks are carried out to ensure the premises, play equipment, activities and any outings are safe for the children attending. Information is gathered from parents about children's individual health needs and all staff have undertaken first aid training so they can deal with minor injuries should the need arise. As a result, children can play and learn in safety.

The owners of the nursery are dedicated to providing good quality childcare and education. They spend time in the playrooms, monitoring the provision, where they gain first-hand knowledge about what is working well and highlight areas for further development. Regular staff meetings are held and management attend a network meeting in order to discuss and share best practice and to help drive further improvements. The recommendations from the previous report have been positively addressed. Links have now been forged with the local schools and children are well prepared as visits from the schools are organised so they become familiar with new people. The management team track children's progress to ensure that any identified gaps in learning are quickly closed. Any concerns regarding children's development are discussed with their parents and appropriate measures for intervention put in place through close links with other professional agencies. Overall, an effective programme of performance appraisals for staff is in place and identified training needs are addressed. For instance, a whole training day is planned for staff to improve the way they track children's progress. However, supervision systems are not as effective and do not always included the opportunity for staff to receive effective mentoring and coaching from more experienced staff. This means there is a slight variation in staff ability to use on going observations to assess their key children's level of development.

Management pride themselves in their relationships with parents. Parents comment positively about the nursery, particularly about the progress their children make, and the friendliness of the staff. Management ensures that each child is assigned a key person right from the start so that parents know who they can speak to when sharing important information about their child. Parents are provided with other relevant information about the nursery through the prospectus, website and clear displays in the foyer. There is an 'open door' policy and plans are in place to reconfigure the entrance so it is easier for parents to enter the nursery when they drop of or collect their children. There are regular

parents' meetings, and parents can view their children's learning journals and contribute their own observations on their children's learning at home. Parents know they are welcome at the nursery at any time to speak to the key persons if they have any concerns or want to know anything about their child's development. These systems fully support consistency in children's learning and therefore they make good progress in their development.

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	128506
Local authority	Redbridge
Inspection number	937213
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	70
Name of provider	Lisa Hayes and Kay Hackett Partnership
Date of previous inspection	21/04/2011
Telephone number	020 8590 1413

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

