

Limehouse Arches Day Nursery

21-23 Trinidad Street, London, E14 8AA

Inspection date

02/10/2013

Previous inspection date

23/05/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 provide a stimulating, vibrant outdoor space for children and children have many good opportunities to learn outside.
- Staff work effectively with parents and outside agencies to meet the individual needs of children.
- Children enjoy the nutritious meals and drinks and learn about the importance of healthy eating.
- Staff have caring, affectionate relationships with children; as a result children are happy and settled at the nursery.

It is not yet outstanding because

- Staff have not considered ways to inform parents of how they can share learning at home, to support their child's learning further.

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 examined documentation including a representative sample of children's records.
- The inspector and the manager completed a joint observation of the children.

Inspector

Caroline Preston

Full Report

Information about the setting

Limehouse Arches Nursery registered in 1992. It is owned by a private individual. The nursery is located beneath the arches of the Docklands Light Railway in Limehouse within the London borough of Tower Hamlets. Children have access to four rooms; three are at ground floor level, and the fourth is located on the first floor above the main pre-school room. An enclosed outdoor area is available for outdoor play. The nursery is open each week day from 7am until 7pm for 51 weeks a year. There are currently 45 children on roll in the early years age group. Children attend full time or on a part time basis. The nursery supports children learning English as an additional language and those with special educational needs and or/disabilities. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A team of 22 staff work with the children, all of whom hold recognised qualifications in early years childcare. They receive support from the local authority advisory teacher. The nursery gets funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- provide information of how parents and carer's can share learning at home to support children's future development.

Inspection judgements

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

Staff provide children with an interesting and varied range of learning experiences, as a result children learn and progress well in their development. Staff complete on entry observations and assessments so they can plan for each child's future steps and achievements effectively. Children enjoy playing outside with the large play resources, they run, jump and ride wheeled toys confidently. Children enjoy drawing on the ground with chalk; they make various marks and draw pictures to support their early literacy and writing skills. Children make models of themselves using various materials which support their creativity and imagination and self-identity. Children dance to music and develop the different ways they can express themselves through movement. Children listen to stories read by staff and enjoy spending time in the book area. Children build using construction bricks, so develop their knowledge of problem solving and mathematics. Children enjoy planting vegetables in the garden so they learn about the natural world around them and healthy foods.

Staff interact effectively with children, using good teaching techniques to support children during play and support their preparation for school. For example, staff sit and talk to children about what they making during the model making activity. Staff plan activities around children's interests and age and stage of development. Staff work effectively with parents, sharing records of progress and offering information about what children are learning at the nursery. Staff complete progress checks at age two for children and share these with parents, supporting good partnership working with parents. However, staff have not considered ways in which to include parents in how they can continue the learning at home to support children further.

Staff support children with special educational needs and or/disabilities well. Staff work closely with parents and external agencies to help children make progress in all their learning and development areas. Staff find out about children's home language from their parents and support children by learning important key words and using these when children start at the nursery. Staff also speak many languages which reflect children's backgrounds so they are used as a resource in helping children to learn English and feel secure at the nursery.

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

Staff support children to settle from when they first start at the nursery, for example staff undertake home visits to meet the children and family before children attend. Staff continue to support children through the key person system, this helps children to bond with staff and builds their physical and emotional well-being. Staff are good role models, they help children to understand appropriate ways to behave and how to share and take turns during play and everyday routines. Staff support children's understanding of safety by talking to them about stranger danger and road safety. Children learn about diversity because staff offer them toys promoting differences, for example dual-language books, dolls, dressing up clothes and teach them about various festivals. Children gain positive self-to identity because staff value them as individuals and display photographs of the children and their families.

Staff teach children about healthy lifestyles. Children see displays of posters of healthy foods and are also offered healthy menus. At breakfast time children enjoy a healthy range of cereals, toast, water and crumpets. Children have on-going access to outdoor play, enjoying fresh air and plenty of exercise. Children are independent as staff teach them the importance of hygiene routines such as hand-washing before eating and after toileting. Staff support children effectively during potty training and have good nappy changing routines in place to support children in becoming toilet trained, all of which is discussed and agreed with parents. Staff make sure the nursery is clean and hygienic and smells clean and fresh, including sleeping areas. Playroom carpets are regularly washed and cleaned so that children sleep in clean areas and bedding is clean and appropriate.

Staff provide a rich and stimulating environment in which children learn and develop; the walls are full of bright exciting displays to catch children's imagination. Staff plan and make toys accessible both inside and outside which means staff help prepare children for

school by offering them a full range of resources to meet their developmental needs.

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

Children's needs are met effectively because the provider understands his role and responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements. Children are offered a good range of play experiences which helps them progress and achieve. Staff are knowledgeable of their roles and responsibilities in teaching children well and preparing them for school. Staff complete observations and assessments which they use to successfully identify children's individual learning needs. They then plan suitably challenging activities and experiences tailored to ensure every child makes good progress from their different starting points.

Staff understand the nursery's safeguarding policy. They know the possible signs that might indicate that a child may be at risk and know who to report this information to, to protect children. Staff are not allowed to smoke anywhere inside or outside the nursery and there is a written non smoking policy in place. All staff are appropriately vetted before they begin to work at the nursery and no one is left with children other than vetted staff. Staff are deployed well around the nursery both inside and outside and staff to child ratios are always maintained so that children are always supervised well and safe. Staff complete daily risk assessments to identify any potential hazards that may harm children. All plug sockets are covered in the baby room to protect inquisitive babies, as they explore. Resources in each of the playrooms are appropriate to the age and stage of development of the children. The manager routinely observes staff so is aware of the strengths and weaknesses in their practice, which she discusses with them during supervisions. This means that she is able to support staff in their development through offering them training to improve their knowledge. The manager undertakes self-evaluation within the nursery to improve the nursery and care and education offered to the children. She has improved the garden space by refurbishing it and providing more resources and the actions from the last inspection have been met effectively.

Staff work closely with parents offering them a parents' notice board, policies and procedures and regular parents' meetings, as well as newsletters and parental questionnaires. This helps keep parents informed of the how the nursery is run and builds strong relationships. Staff work well with outside agencies to support children's care and learning, providing continuity of care and helping children in their all-round development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	119581
Local authority	Tower Hamlets
Inspection number	923051
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	105
Number of children on roll	45
Name of provider	Limehouse Arches Day Nursery Limited
Date of previous inspection	23/05/2011
Telephone number	020 7515 1480

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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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