

Bow Nursery

95 Bromley High Street, LONDON, E3 3EN

Inspection date	23/10/2013
Previous inspection date	19/12/2011

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

- A strong partnership with parents means that children's individual needs are known and met effectively
- Children are happy, secure and well settled because staff make good relationships with them and support them well.
- Children's health and well-being needs are met effectively because staff offer healthy meals and snacks.
- Staff offer children wide and varied educational programmes which help them to learn and develop well.

It is not yet outstanding because

- Some staff miss opportunities to further develop children's speech and social skills during some daily activities.

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's interaction with them.
- The inspector examined documentation including a representative sample of children's records, accident records and policies.
- The inspector and the manager completed a joint observation of the children.
- The inspector spoke to staff and the manager.

Inspector

Caroline Preston

Full Report

Information about the setting

Bow Nursery registered in 2011 and is run by Barnardo's. It operates from purpose built premises in Bromley by Bow, in the London Borough of Tower Hamlets. The nursery is managed by a voluntary management committee and has charitable status. Children have access to three large play rooms, a sensory room, sleep room and nappy changing rooms. There is an enclosed outdoor play space available. The nursery is open each weekday, for 51 weeks of the year from 8 am to 6 pm. The nursery serves the local community. The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register There are currently 53 children aged from three months to under three years on roll. The children attend for a variety of sessions. The nursery currently supports children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early years education for children aged two years. There are 17 members of staff, all of whom hold early years qualifications to a minimum of level 2.

What the setting needs to do to improve further

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

- extend staff interaction with children during daily routines, such as snack time, so these are used as well as possible to develop children's conversation skills and social interaction.

Inspection judgements

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

Staff provide children with a good range of learning experiences, which help them progress and achieve in all areas. Staff provide continuous outdoor play provision so that children make choices and decisions about where they want to play. Older children use the playroom well because staff provide a wide range of creative play resources, such as wet coloured pasta, water, sand and re-cycled modelling resources. This play helps children to develop through their senses using their hands to touch and feel and smell the natural materials. Children also use their creative skills to make their own models and experiment with different textures. Staff provide good role play toys so that children work together and make friends, children also re-enact what they know, such as pretend 'shopping'.

Very young babies sit with staff on the large colourful, clean, play mat, making musical sounds with the programmable toys and singing with staff. Very young babies enjoy

putting their hands in the 'treasure basket' and picking up the various resources learning about their textures, shape and size. They enjoy playing outside in the well-resourced garden, where children are offered many different toys which help them develop. Staff sit and read to them modelling language and encouraging babies to communicate. Very young babies enjoy standing on the small indoor climbing apparatus, developing their physical skills effectively. Staff offer encouragement and praise as babies attempt new challenges. Although all staff support children's language and communication development well, those in the toddler room sometimes miss opportunities to talk with these children and model language, for example during snack time, to encourage them to talk more.

Staff work closely with parents when their children start. Parents contribute to their children's learning and settling-in -period which helps this move to nursery go smoothly. Staff observe and assess children when they start and continue as the child develops to prepare them for their next stage of learning. This assessment means that staff identify any specific needs a child may have. Staff inform parents if this is the case and work closely with external agencies to obtain necessary support. Children who speak more than one language are supported effectively. Staff learn key words from the parents and use pictures to help children understand. Staff speak many of the same languages as the children so are able to communicate with them from the start, which again helps the settling in process.

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

Staff offer children strong settling-in routines. They form good attachments with them quickly, which promotes their well-being and independence. Staff are good role models to children they treat each other respectfully which children observe and learn from. Staff talk to children about behaviour 'rules', so children behave well and understand what is expected of them. This makes the nursery a calm, happy and sociable environment where children feel safe and secure.

Staff provide children with opportunities to take appropriate risks, for example by offering outdoor and indoor climbing apparatus and wheeled toys. Staff practice fire drills with children so they learn how to evacuate the nursery safely and staff talk to children about road safety; all of which helps children to keep themselves safe. Staff provide resources that promote diversity. They display many posters reflecting different cultures and backgrounds and celebrate different festivals with children. This helps children to learn about the wider world and people around them in a positive manner.

Staff provide children with outdoor play throughout the day, so that children have many opportunities to exercise and play in the fresh air. Staff promote healthy lifestyles by offering children nutritious meals and snacks and supporting children's understanding of good hygiene routines. Staff provide a well-resourced indoor and outdoor environment so that children learn through play at all times and develop in all areas. They learn to share and take turns which helps prepare them for their next stage of learning.

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

The management team works well to ensure that they understand their responsibilities in implementing the learning and development requirements and the safeguarding and welfare requirements. Management monitors staff as they work and undertake regular supervisions and appraisals with them. This process means that staff are offered training days to update their skills and knowledge which improves their practice with the children.

Staff know and understand the nursery's safeguarding procedures. They can identify any concerns and report this to the relevant staff member in charge of child protection issues. All staff are robustly vetted so that they are cleared as suitable to work with children, including agency staff and students. Staff complete daily risk assessments so identify any hazards to children. They remove these so that children are safe. Staff are deployed well and children are supervised effectively inside and outside in the garden. This supervision means that children are never left alone. Generally, staff always interact well with them as they have built good caring relationships with them. Staff ensure that children are never left upset or distressed whilst they are playing outside and adult to child ratios are always maintained. Staff understand the nursery's policy for the use of mobile phones and these are never used around the children, only in the staff room when staff are on their breaks.

Strong self-evaluation of the nursery provision has meant that recent improvements have been beneficial to children, for example, the refurbishment of the garden. The garden now offers children a wide range of learning experiences and is a fun, stimulating and attractive environment for children. The management team has undertaken training which has improved how the staff organise play resources in the playrooms. Good relationships with parents mean that parents trust staff, so they communicate effectively with them to meet the needs of their children. Staff offer parents time to discuss their children's progress and share records with them. Staff work closely with outside agencies to meet the individual particular needs of the children when necessary.

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	EY431361
Local authority	Tower Hamlets
Inspection number	938385
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	41
Number of children on roll	53
Name of provider	Barnardo's
Date of previous inspection	19/12/2011
Telephone number	02089 837 973

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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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